

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140117 P015B140117

Univ of North Carolina at Chapel Hill

A&B
Africa - C

OMB Number: 4040-0004

Expiration Date: 8/31/2016

| Application for Federal Assistance SF-424 | | |
|---|--------------------------------------|--|
| * 1. Type of Submission: | | |
| <input type="checkbox"/> Preapplication | | |
| <input checked="" type="checkbox"/> Application | | |
| <input type="checkbox"/> Changed/Corrected Application | | |
| * 2. Type of Application: | | |
| <input checked="" type="checkbox"/> New | | |
| <input type="checkbox"/> Continuation | | |
| <input type="checkbox"/> Revision | | |
| * If Revision, select appropriate letter(s): | | |
| <input type="text"/> | | |
| * Other (Specify): | | |
| <input type="text"/> | | |
| * 3. Date Received: | | 4. Applicant Identifier: |
| <input type="text" value="N/A"/> | | <input type="text" value="N/A"/> |
| 5a. Federal Entity Identifier: | | 5b. Federal Award Identifier: |
| <input type="text" value="N/A"/> | | <input type="text" value="N/A"/> |
| State Use Only: | | |
| 6. Date Received by State: | | 7. State Application Identifier: |
| <input type="text" value="N/A"/> | | <input type="text" value="N/A"/> |
| 8. APPLICANT INFORMATION: | | |
| * a. Legal Name: <input type="text" value="The University of North Carolina at Chapel Hill"/> | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): | | * c. Organizational DUNS: |
| <input type="text" value="56-6001393"/> | | <input type="text" value="608195277"/> |
| d. Address: | | |
| * Street1: <input type="text" value="104 Airport Dr, Suite 2200, CB 1350"/> | | |
| Street2: <input type="text"/> | | |
| * City: <input type="text" value="Chapel Hill"/> | | |
| County/Parish: <input type="text" value="Orange"/> | | |
| * State: <input type="text" value="NC"/> | | |
| Province: <input type="text"/> | | |
| * Country: <input type="text" value="USA: UNITED STATES"/> | | |
| * Zip / Postal Code: <input type="text" value="27599-1350"/> | | |
| e. Organizational Unit: | | |
| Department Name: | | Division Name: |
| <input type="text" value="African Studies Center"/> | | <input type="text" value="Arts & Sciences"/> |
| f. Name and contact information of person to be contacted on matters involving this application: | | |
| Prefix: | <input type="text"/> | * First Name: <input type="text" value="Michael"/> |
| Middle Name: | <input type="text"/> | |
| * Last Name: | <input type="text" value="Lambert"/> | |
| Suffix: | <input type="text"/> | |
| Title: <input type="text"/> | | |
| Organizational Affiliation: | | |
| <input type="text" value="The University of North Carolina at Chapel Hill"/> | | |
| * Telephone Number: <input type="text" value="919-962-1585"/> | | Fax Number: <input type="text" value="919-843-2102"/> |
| * Email: <input type="text" value="mlambert@email.unc.edu"/> | | |

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H. Public/State Controlled Institute of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A & 84.015B

CFDA Title:

National Resource Centers and Foreign Language and Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

053014-001 and 053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs.

13. Competition Identification Number:

84.015A and 84.015B

Title:

NRC and FLAS

14. Areas Affected by Project (Cities, Counties, States, etc.):

N/A

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

African Studies Center Proposal for a Comprehensive National Resource Centers and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

NC-004

* b. Program/Project

NC-004

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

08/15/14

* b. End Date:

08/14/18

18. Estimated Funding (\$):

* a. Federal

\$ 502,858

* b. Applicant

0

* c. State

0

* d. Local

0

* e. Other

0

* f. Program Income

0

* g. TOTAL

\$502,858

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Barbara

Middle Name:

* Last Name:

Entwisle

Suffix:

* Title:

Vice Chancellor for Research

* Telephone Number:

919-966-3411/12

Fax Number:

919-966-3352/5011

* Email:

resadminosr@unc.edu

* Signature of Authorized Representative:

* Date Signed:

6/20/14

Barbara Entwisle

Vice Chancellor for Research

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| | Michael | | Lambert | |

Address:

| | |
|-----------|-------------------------------------|
| Street1: | 3025 Fed Ex Global Education Center |
| Street2: | 301 Pittsboro St, CB 7582 |
| City: | Chapel Hill |
| County: | Orange |
| State: | NC |
| Zip Code: | 27599-7582 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 919-962-1585 | 919-843-2102 |

Email Address:

lambert@email.unc.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|----------------------|----------------|-------------------|-----------------|
| <input type="text"/> | Add Attachment | Delete Attachment | View Attachment |
|----------------------|----------------|-------------------|-----------------|



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number:
Expiration Date:

The University of North Carolina – AFRICAN STUDIES CENTER

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 102,081 | 121,753 | 125,046 | 128,437 | | 477,317 |
| 2. Fringe Benefits | 33,099 | 37,724 | 38,461 | 39,221 | | 148,505 |
| 3. Travel | 32,100 | 25,100 | 22,100 | 23,100 | | 102,400 |
| 4. Equipment | 0 | 0 | 0 | 0 | | 0 |
| 5. Supplies | 17,650 | 15,650 | 15,650 | 17,650 | | 66,600 |
| 6. Contractual | 0 | 0 | 0 | 0 | | 0 |
| 7. Construction | 0 | 0 | 0 | 0 | | 0 |
| 8. Other | 51,051 | 36,150 | 34,300 | 26,150 | | 147,650 |
| 9. Total Direct Costs (lines 1-8) | 235,980 | 236,377 | 235,557 | 234,557 | | 942,742 |
| 10. Indirect Costs* | 18,878 | 18,910 | 18,845 | 18,765 | | 75,398 |
| 11. Training Stipends | 248,000 | 248,000 | 248,000 | 248,000 | | 992,000 |
| 12. Total Costs (lines 9-11) | 502,858 | 503,287 | 502,402 | 501,322 | | 2,009,870 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06 / 30 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED ☒ DHHS ☐ Other (please specify): The Indirect Cost Rate is %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

| | | | | | | |
|---|-----------------------|---|-----------------------|-----------------------|-----------------------|--------------|
| The University of North Carolina – AFRICAN STUDIES CENTER | | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | | | | |
| SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS | | | | | | |
| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (Lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (Lines 9-11) | N/A | N/A | N/A | N/A | N/A | N/A |
| SECTION C -- BUDGET NARRATIVE (see instructions) | | | | | | |

INSTRUCTIONS FOR ED 344

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at: <http://www.ed.gov/policy/fund/reg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.

If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

- The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
- If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2) If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

- The specific costs or contributions by budget category;
- The source of the costs or contributions; and
- In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding

cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0008. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Statement regarding Section 427 of GEPA:

This proposal addresses section 427 of GEPA on pp. 25-26 and 40-41 of the Narrative, as follows:

Nondiscriminatory Employment plan: The Office of Diversity and Multicultural Affairs, led by Associate Vice Chancellor Clayton, has created an inviting climate for minority faculty, staff, and students, enhancing the presence of minority groups on campus. A key diversity initiative is the Carolina Post-Doctoral Program for Faculty Diversity which offers scholars from underrepresented groups a 2 year post-doc at UNC-CH with the goal of offering them permanent faculty positions. The ASC Director was recruited through this program. A recent internal evaluation demonstrates the College's success at diversity hiring; the percentage of minority faculty has increased from 11.5% in 2008 to 23.3% in 2012. Our Opening Access Initiative will enhance efforts to address issues of underrepresentation in all aspects of the Center's work. The ASC already has welcoming workplace for traditionally underrepresented groups. Our staff includes an American Indian (Director), two Africans/African-Americans (Language Coordinator and Business Assistant), and 4 women (Associate Director, Assistant Director, Business Manager, and Business Assistant).] More than 1/2 of the ASC Advisory Board are either African or African-American.

UNC-CH's hiring process requires the Equal Opportunity Office (EOO) to review departmental hiring procedures and activities to insure fair consideration of all candidates regardless of race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity or gender expression, and to insure that all position searches are done in accordance with the principles and objectives of the UNC-CH's equal opportunity plan. Accommodations are made for any applicant voluntarily self-identified as disabled. The UNC-CH Office of Human Resources ensures that the principle of equal employment opportunity applies to all aspects of employment, including initial consideration for employment, job placement and assignment of responsibilities, evaluation of performance, promotion and advancement, compensation and fringe benefits, access to training and other professional development opportunities, formulation and application of personnel regulations, access to facilities and services, layoff and recall, and discipline and termination.

Equal Access Provisions for Students and Participants: UNC-CH has a long tradition of working toward creating a diverse and inclusive campus. Central to this tradition is UNC-CH's Office of Diversity and Multicultural Affairs which works to ensure equal access and treatment for all students through the implementation of a university-wide diversity plan. This office works in partnerships with student organizations including, but not limited to, the Carolina Indian Circle, the Black Student Movement, the Carolina Hispanic Association, and Student Government to offer recruitment programs for prospective students from underrepresented groups. Among these program are American Indian Visitation Day (targeting prospective American Indian students); North Carolina Renaissance (students from rural communities); High School Honors Day (all historically underserved populations), and Día de Bienvenida (Latina/o students). Our two most visible such programs are Project Uplift, a recruitment program which brings 1,000 minority high school students to campus each year to learn about the college experience, and Pre-O, an orientation program for students from under-represented groups that provides counseling and academic support to prepare them for a successful entry into their first year of college. To further enhance the presence of historically underrepresented students, UNC-CH has led the nation in its Carolina Covenant which guarantees a debt-free college education to eligible low-income students. Since its inception in 2004 this program has supported more than 4000 student. During this time the four year graduation rate for low-income students has increased from 17.5% to 72.4%. In addition to the Carolina Covenant more than 1,000 other scholarship funds ensure that UNC-CH is not out of reach for financially disadvantaged students. UNC-CH's commitment to diversity and inclusion is apparent in all activities of the ASC. Our building is handicap-accessible, and our public events make every effort to ensure equal access to disabled and elderly individuals. The composition and leadership of our ASC staff, Advisory Board, and faculty provides a welcome, open, environment which values diversity of participants and of ideas and perspectives.

| |
|--|
| APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017 |
|--|

| | |
|--|-------------------------------------|
| Africa | <input checked="" type="checkbox"/> |
| Canada | <input type="checkbox"/> |
| East Asia | <input type="checkbox"/> |
| International | <input type="checkbox"/> |
| Latin America & Caribbean | <input type="checkbox"/> |
| Middle East | <input type="checkbox"/> |
| Pacific Islands | <input type="checkbox"/> |
| Russia / Eastern Europe / Eurasia | <input type="checkbox"/> |
| South Asia | <input type="checkbox"/> |
| Southeast Asia | <input type="checkbox"/> |
| Western Europe / Europe | <input type="checkbox"/> |
| Other (specify) _____ | <input type="checkbox"/> |

| | |
|-------------------------|--|
| APPLICATION TYPE | |
|-------------------------|--|

| | |
|-----------------------------------|-------------------------------------|
| Comprehensive NRC and FLAS | <input checked="" type="checkbox"/> |
| Undergraduate NRC and FLAS | <input type="checkbox"/> |
| Comprehensive NRC only | <input type="checkbox"/> |
| Undergraduate NRC only | <input type="checkbox"/> |
| FLAS only | <input type="checkbox"/> |
| Please check | |

[illegible]

African Studies Center UNC-CH

Diverse Perspectives in Funded Activities:

All ASC activities, including those proposed here for funding are, to the greatest extent possible, open to the public and designed to generate debate on Africa and related international affairs. They are designed to generate discussion between a diverse range of stakeholders from all sectors of our university, other institutions in our region, the state government, and the general public. All participants in ASC activities are encouraged to express diverse perspectives and a wide range of views.

Information regarding Areas of National Need:

Our proposal to establish a Comprehensive Center for African Studies concerns a world region (Africa) identified as a national need by Departments of Education, Agriculture, Commerce, Defense, Health and Human Services, Labor, State and Treasury. Three of the languages offered by the ASC meet areas of national need (Arabic, Swahili, and Wolof).

Our proposed activities will encourage government service and careers in education, business, and non-profit sectors. In collaboration with other UNC-CH NRCs and professional schools: 1) Every year all FLAS fellows will engage in an orientation to careers in government service; 2) Our University Career Service staff will be provided funds for professional development to better counsel students who have developed an expertise in African studies and African languages; and 3) In collaboration with our CIBER there will be international career networking events for students interested in economic, environmental, and health-related sustainability. These activities will augment already established and institutionally supported annual career programs and social networking sites which are designed to promote international government service, non-profit careers, and international opportunities such as Peace Corps.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: African Studies Center UNC-CH

Name of Authorized Representative:  Barbara Entwisle
Title: Vice Chancellor of Research

Signature: 

Date: 

6/20/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

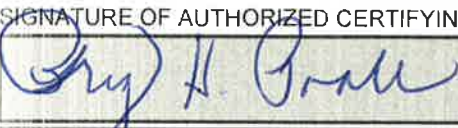
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|--|---------------------------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  | TITLE Vice Chancellor for Research |
| APPLICANT ORGANIZATION The Univeristy of North Carolina at Chapel Hill | DATE SUBMITTED 6/20/14 |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

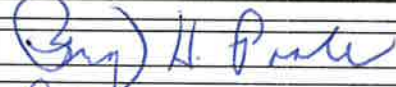
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | | |
|--|-----------------------|--------------|
| * APPLICANT'S ORGANIZATION | | |
| The University of North Carolina at Chapel Hill | | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | |
| Prefix: | * First Name: Barbara | Middle Name: |
| * Last Name: Entwisle | Suffix: | |
| * Title: Vice Chancellor for Research | | |
| * SIGNATURE:  | * DATE: 6/20/14 | |

Barbara Entwisle
Vice Chancellor for Research

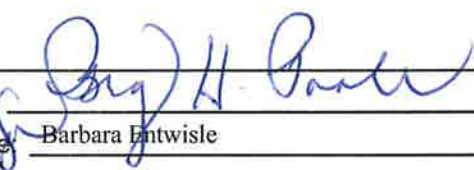
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

| | | |
|--|---|--|
| 1. Type of Federal Action: <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____ |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: The University of North Carolina at Chapel Hill 104 Airport Dr., Suite 2200, CB 1350 Chapel Hill, NC 27599-1350 Congressional District, if known: 4th | | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known: |
| 6. Federal Department/Agency: US Department of Education | 7. Federal Program Name/Description: NRC/FLAS program CFDA Number, if applicable: 84.015A & B | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$ | |
| 10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): Beau Mills Director, Federal Affairs The University of North Carolina at Chapel Hill 300 Bynum Hall, CB 7006 Chapel Hill, NC 27599-7006 | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Hyland, Jim, 1101 Pennsylvania Ave Suite 600, Wash DC 20004 | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Signature:  Print Name: Barbara Entwisle Title: Vice Chancellor for Research Telephone No.: 919-966-3411 Date: 6/20/14 | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) |



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:



- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

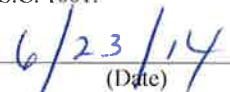
OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.


(Signature)

Dr. Barbara Entwisle
(Typed or Printed Name)


(Date)

Name or number of ED program under which this certification is being made: CFDA 84.015A/84.015B

A PROPOSAL TO ESTABLISH A
COMPREHENSIVE NATIONAL RESOURCE CENTER WITH FLAS
IN AFRICAN STUDIES
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

CFDA # 84.015A and 84.015B
2014-2018



African Studies Center at the University of North Carolina at Chapel Hill
ABSTRACT

The African Studies Center benefits by addressing a world region identified by UNC-CH for support, assuring that the ASC has grown and met nearly all its proposed goals and activities in the previous cycle, despite reductions in NRC funding. Today there are 215 courses in languages, social sciences, humanities, and virtually every professional school, taught by 96 faculty members. The ASC has used institutional funds and external evaluations to expand and improve an already outstanding program. This proposal builds on previous success and expands the work of ED in a compelling manner, drawing on deep and substantial collaborations across UNC-CH and at other institutions, making them particularly cost-effective. The ASC proposal is able to address all absolute, competitive, and invitational priorities in this cycle of applications.

In addition to significantly increasing the general capacity of UNC-CH in African studies and languages, the ASC proposes two thematic initiatives, “**Sustainability in Africa**” and “**Opening Access to Global Opportunities**,” which effectively unite all aspects of our programming in **measurable goals and activities** which will be **evaluated** in a comprehensive manner.

- Carefully aligned with ED’s 2012-16 International Strategic Plan, the ASC presents a proposal to leverage Title VI funds to **achieve greater global competencies for more students and teachers**. The ASC places **Opening Access** at the center of virtually all projects and initiatives in this proposal. Opening Access will occur in a well-developed, measurable, collaborative plan that includes more than 12 different units, improving the access of underrepresented students, including pre-service teachers, to develop expertise on Africa.
- **Collaborations** that have been developed from the expressed needs of stakeholders include **one of NC’s most promising HBCUs** and system-wide engagement with NC’s **Community Colleges and Schools of Education**. These collaborations will broaden our capacity to share and to develop expertise at and beyond our institution, develop our **Opening Access** philosophy and goals, and they are integrated into our **Sustainability** initiative.
- “**Sustainability in Africa**” builds on current UNC-CH global themes on water and food security, in order to generate expertise to a remarkable level through **course, library, and faculty development** and by bringing “Sustainability in Africa” to NC in an engaged and mutually-beneficial manner through **study abroad, linkages, outreach trips, research** funding, and a **visiting scholars** program.
- **African Languages** will be enhanced and expanded with the addition of **instructors, advanced courses**, the development of **course materials** and the recruitment and training of **diverse students and highly qualified FLAS** fellows.
- **Outreach** programs will address needs of **underrepresented** teachers and students, developing K-12, CC, MSI, business, military, and public knowledge of **sustainability** in Africa.

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List of Abbreviations

| | |
|--------|---|
| AAAD | African, African American, and Diaspora Studies, UNC-CH |
| ACAL | Annual Conference on African Linguistics |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ALMA | African Languages Materials Archive |
| ALTA | African Language Teachers Association |
| ASA | African Studies Association |
| ASC | African Studies Center, UNC-CH |
| ASOC | African Studies Outreach Council |
| CABA | Children's Africana Book Award |
| CAMP | Cooperative Africana Microform Project |
| CC | Community College |
| CFE | Center for Faculty Excellence |
| CGI | Center for Global Initiatives (UNC-CH NRC) |
| DPI | North Carolina Department of Public Instruction |
| EOO | Equal Opportunity Office, UNC-CH |
| EvAP | Evaluation, Assessment, and Policy, UNC-CH |
| FLRC | Foreign Language Resource Center, UNC-CH |
| GEC | FedEx Global Education Center, UNC-CH |
| GLBL | Curriculum in Global Studies, UNC-CH |
| HBCU | Title III-eligible institutions, "Historically Black Colleges and Universities" |
| LAC | Languages Across the Curriculum |
| LCTL | Less-commonly taught language |
| MOU | Memorandum of Understanding |
| MSI | Minority Serving Institution |
| NALRC | National African Language Resource Center |
| NC | North Carolina |
| NCCSS | North Carolina Council on the Social Studies |
| NCSS | National Council for the Social Studies |
| OASIS | Organization for African Students In Solidarity, UNC-CH |
| PAL | Program in African Languages, UNC-CH |
| RTP | Research Triangle Park (incl. Durham, CH, & Raleigh) |
| SCALI | Summer Cooperative African Language Institute |
| SEAN | South East Africanist Network |
| SERSAS | South East Region Seminar on African Studies |
| SFS | School for Field Studies |
| SIT | School for International Training |
| SoE | School of Education |
| SEALLF | South East African Language and Literature Forum |
| WSSU | Winston-Salem State University |
| STAMP | Standards-based Measurement of Proficiency |
| STEM | Science Technology Engineering Mathematics |
| TA | Teaching Assistant |
| WV | World View, UNC-CH |
| UCAD | University of Cheikh Anta Diop |
| UF | University of Florida |
| UNC | UNC System |
| UNC-CH | University of North Carolina at Chapel Hill |
| WARA | West African Research Association |

List of Title VI and Application Specific Abbreviations

| | |
|-------|---|
| AP | Absolute Priority |
| CIBER | Centers for International Business Education and Research |
| CPP | Competitive Preference Priority |
| ED | Department of Education |
| FLAS | Foreign Language and Area Studies |
| GPRA | Government Performance and Results Act |
| IEPS | International Education Programs Service |
| IFLE | International and Foreign Language Education |
| IP | Invitational Priority |
| LRC | Language Resource Center |
| NRC | National Resource Center |
| PMF | Performance Measure Form |

CRITERION 1: COMMITMENT TO AFRICAN STUDIES As the nation's first state university, and the only public institution to award degrees in the 18th century, UNC-CH has an eminent record in postsecondary education and a distinguished national and international presence. National publications regularly list UNC-CH among the top-twenty universities for educational quality and value; for the 13th year in a row, *U.S. News & World Report* has ranked UNC-CH as the 5th best public university in the country. 14 colleges and professional schools award degrees in over 100 fields (including 78 bachelor's, 112 master's, and 68 doctoral degree programs) making UNC-CH one of the nation's most comprehensive universities. UNC-CH's Gillings School of Global Public Health, home to the largest number of UNC Africa-focused graduate students, was ranked the top school of public health at a public university by *U.S. News & World Report* in 2012 (2nd among all schools). In 2014 the National Council on Teacher Quality ranked UNC-CH's School of Education 17th among programs that train teachers for middle and high schools in the U.S. Institutional commitment to international area studies comes from UNC-CH's highest administrative office. Given UNC-CH's prior Title VI funding—6 NRCs, 1 LRC, and 1 CIBER—as well as funding from major foundations, including Rotary International, Ford, and Andrew W. Mellon, UNC-CH is in an exceptional position to further strengthen and develop its programs in international and area studies. UNC-CH's new academic plan specifically prioritizes **equity and inclusion** and **global engagement**. The centrality of the ASC to these international institutional priorities is exemplified by the \$500M in funds (including NSF, NIH, and USAID) that have come to UNC-CH for research in Africa since 2008. A major research project in Zambia, with an annual budget exceeding \$30M, recently relocated to UNC-CH in part because of the ASC's reputation for collaboration with Health Affairs. Through judicious leveraging of NRC funds, UNC-CH has funded expansion and improvement in an already

outstanding program at virtually every level, including faculty, staff, and curriculum design, and language and non-language course offerings. Perhaps most importantly, the ASC is already engaged in UNC-CH's 5-year-long pan-university initiative, "**Opening Access and Breaking Down Barriers to Global Opportunities**," an initiative that is expanding and deepening our institution's global engagement and opening access to underrepresented students. (see Cr. 8A)

1A. Institutional Support for African Studies: Operation of center/program: UNC-CH

provides the ASC with 6 offices, an outreach lending library and office equipment and supplies, as well as access to meeting rooms, classrooms, an auditorium, conference space, and catering kitchens, all with state-of-the-art technology in the FedEx Global Education Center (GEC). The

| Table 1.1 Minimum Institutional Financial Support for African Studies (2013-14) | |
|--|-------------|
| Area of Support | Amount |
| Salaries and Fringe Benefits | |
| Language and Literature Instruction* | \$684,397 |
| Non-Language Instruction* | \$5,040,538 |
| ASC Staff | \$56,999 |
| Other Africa-related Staff | \$157,500 |
| Library Personnel | \$143,319 |
| Student Support | \$285,570 |
| Study abroad fellowships and Africa Travel for Burch, Morehead, & Robertson Scholar Programs | |
| FLAS Fellowship tuition remission | \$11,914 |
| Other Expenditures | |
| Library Acquisitions | \$108,502 |
| Faculty Conference & Research Travel | \$59,865 |
| Staff/Director Travel | \$3,000 |
| Speakers, Conferences, Events | \$32,000 |
| Outreach Activities** | \$213,013 |
| TOTAL: \$6,796,617 | |
| *Faculty salaries are based on actual salaries, multiplied by 0.2 (affiliated), 0.4 (associated), or 1.0 (core faculty). | |
| **Represents World View programs only. | |

GEC houses all area studies centers/NRCs, Study Abroad, International Student and Scholar Services, the Curriculum in Global Studies, and the Global Research Institute, allowing for rich collaboration. UNC-CH supports the ASC through a full faculty salary, stipend, and 1 course release for the Director, salary for the administrative and teaching duties of the Associate Director, and fully supports the FLAS Coordinator position. UNC-CH provides the ASC with a Business Manager and an Admin. Assistant (shared with centers for Asia and

Middle East), and 100% of the salary of the Program in African Languages (PAL) coordinator.

Teaching staff for subject area: UNC-CH funds the salaries of 96 core, associated, and

affiliated Africanist faculty, 14 of whom have joined since 2010. (Appx. 5). Our last NRC cycle included partial salaries for two PAL instructors; UNC-CH now covers the full salary of one of these positions, and refilled an open tenure-track Arabic position. Faculty receive travel funds for conferences and research and study leave (sabbaticals) from their departments. 14 internal grant programs provide ample opportunities for professional development.

Library resources: UNC-CH supports one of the most substantial Africa-related collections in the U.S. (see Cr.5). \$108,000 is allocated annually to Africa-related acquisitions. A full-time bibliographer for Africa, North Africa, and the Middle East leads a staff devoted to Africa which includes a full-time Africana librarian, a cataloger, and 2 librarian assistants. Their work is augmented by the research services of librarians for Health Sciences, Music, Art, and Film.

Linkages with institutions abroad: UNC-CH supports linkages with African institutions by

| Country | UNC-CH Faculty | Description |
|----------------|--|---|
| Botswana | Gretchen Van Vliet | NC-Botswana partnership: Cooperation in civil operations, expansion of markets, academic exchanges, and the coordination of humanitarian efforts. |
| Burkina Faso | Colin West | Université de Ouagadougou. Collaboration on ecology and sustainability. |
| Cameroon | C. Van der Horst | NIH AIDS International Training and Research Program (AITRP) grant. |
| DRC | Wilfrida Behets, Steve Meshnick | Kinshasa University, School of Public Health: building behavioral and epidemiological research capacity within DRC. |
| Egypt | Barbara Moran | American University: Linkage in development stage. |
| Ethiopia | Sian Curtis | MEASURE Eval: Univ. of Addis Ababa: Training and technical assistance. |
| Ghana | Sudhanshu Handa | U. of Ghana-Legon, research on Ghana's Poverty Alleviation program. |
| Kenya | Lisa Christensen | Entrepreneurship education for microcredit clients: African Nazarene Univ. |
| Malawi | Irving Hoffman, Myron Cohen | Malawi Ministry of Health. HIV/STI research; training and technology transfers; and patient care. UNC-CH Schools of Epidemiology, Dentistry, Nursing and SPH programs, including clinics with more than 600 employees |
| Senegal | Georges Nzongola | CODESRIA. Developing partnership for faculty exchanges. |
| | Michael Lambert | MOU: University Cheikh Anta Diop, Study abroad program with UCAD. |
| South Africa | Audrey Pettifor | MOU: Univ. of Witwatersrand, Reproductive Health and HIV Research Unit. |
| | Bruce Carney | Southern African Large Telescope (SALT). MOU: Nat'l Res. Found. of SA |
| Uganda | Pamela Jagger, Lauren Persha, Clark Gray | Ongoing Forestry Study of interface between natural resource management policies and outcomes for rural livelihoods and sustainable resource management in the low income tropics |
| Tanzania | Suzanne Maman | Muhimbili College of Health and Allied Sciences: NIH funding to develop an HIV prevention peer network intervention among young men in Dar es Salaam |
| Zambia | Sudhanshu Handa | University of Zambia. Joint research on poverty and social protection. |
| Zimbabwe | Pamela Jagger | U. of Zimbabwe. Research collaborations in ecology and sustainability. |

maintaining a full-time linkage staff of three, funding linkage related travel, and convening a linkage advisory board (chaired by the Associate Provost for International Affairs, both the ASC Director and Associate Director are members). Each year the ASC hosts a Fulbright scholar who provides contacts for future linkages. See Table 1.2 for a sample of UNC-CH's 43 linkages in over 16 African countries developed by faculty in 7 different colleges and professional schools.

Outreach Activities: In addition to our NRC funded ASC outreach staff coordinated by our Associate Director, UNC-CH funds World View (WV), a unit with 7 full-time educators and administrators who, through seminars, symposia, lectures, online courses, and group study abroad, provide international knowledge and experience to NC K-16 teachers and administrators. ASC works with WV to provide Africa-related programs on an ongoing basis. WV programs and projects reach an average of 1,500 educators annually. (see Cr. 7).

Support to Qualified Students in African Studies: (See Cr. 1B.)

1B. Institutional support for undergraduate and graduate students: Substantial financial support is provided to high-quality undergraduate and graduate students pursuing African studies through more than 1000 scholarships, research grants, travel stipends, internships, and fellowships. 64% of undergraduate students receive merit or need-based financial aid (average of \$12,460/student in AY 2011-12). Last year Kiplinger's wrote, "UNC's combination of stellar academics, low cost and rich financial aid has once again bested its peers." UNC-CH meets 100% of demonstrated need for all students who cannot afford the full cost of attendance through innovative programs for financially disadvantaged students such as the Covenant Scholarship, and includes substantial funding for AY study abroad programs. The prestigious Morehead-Cain Scholarship, awarded to the most competitive students in the U.S., Canada, and the U.K., funds internships and service projects in Africa, and 3 separate offices provide funding for

undergraduates to conduct research in African countries. Graduate students are eligible for several hundred scholarships, fellowships, and research stipends. The Graduate School provides \$15M in tuition remission (the difference between in- and out-of-state tuition), and over \$6M in in-state tuition awards to graduate students. More than 15 graduate students/year in Health Affairs receive funds to engage in research and internships in countries such as Malawi, Tanzania, South Africa, Zambia, and DRC. **FLAS Fellows:** The Graduate School guarantees tuition remission for all AY FLAS fellows studying African languages.

CRITERION 2: QUALITY OF CURRICULUM DESIGN

2A. Incorporation of African Studies into Undergraduate Degree Programs: UNC-CH offers several African studies degree options for undergraduate students. African, African American, and Diaspora Studies (AAAD) offers an interdisciplinary major and minor with a concentration in African studies through which students receive credit for courses with Africa content in AAAD and other departments (see Appx. 4). AAAD Africa majors take 10 courses including 2 introductory courses on Africa and African diaspora studies, an advanced research seminar, a capstone course on African and diaspora intellectual traditions, and 6 other elective courses. Students are strongly encouraged to pursue one of two (cultural and ascetics/socio-political and historical) 4-course tracks in African studies. AAAD majors are encouraged to fulfill their foreign language requirement with an African language. Most AAAD students double major or minor, thus gaining a broad understanding of Africa and depth of a disciplinary focus. An average of 7 undergraduates each year earn a BA in AAAD with a concentration in African studies.

A second option is Global Studies (GLBL) with a concentration on Africa. GLBL majors take 10 courses, including 1 gateway course; 2 on disciplinary approaches; 4 on a selected theme

(politics, economics, health, or culture), and 3 on Africa. GLBL majors complete 6 semesters of a foreign language relevant to Africa and are encouraged to study abroad—approximately 50% of them do so. There are currently 75 GLBL majors who have declared an Africa concentration and approximately 28 GLBL Africa BA degrees are awarded annually. Students in other departments have many options for integrating African studies into their majors/minors, including courses in anthropology, art, environmental studies, geography, history, political science, public policy, and women's studies courses (see Appx. 4).

Programs for graduate students: 66 African studies students are pursuing graduate degrees (13 master's and 53 doctoral) in anthropology, art, communication studies, comparative literature, ecology, environmental sciences, geography, political science, religious studies, and romance languages; and in the professional schools of journalism, law, education, business, library sciences, and public health. Through numerous graduate programs, students can gain specialized knowledge of Africa through graduate level Africa content courses (Appx. 4). Substantial Africa focused faculty supervise dissertations and theses (Appx. 5). Graduate and professional schools offer a wide range of high quality training options. The Business School has offered Global Initiative Electives in 6 African nations and student exchange programs in South Africa (University of Cape Town and at WITS). The School of Public Health offers a graduate certificate in Global Health through which students can specialize in Africa. The Institute for Global Health and Infectious Diseases offers surgical and OB-GYN residency programs in Malawi. The History Department offers a graduate program in global history that includes an Africa focus and all history students may pursue a secondary field in African history. Romance Languages offers a MA program in Franco-Arab culture that supports students who have an interest in North Africa. The School of Education offers a new MA in International

Education. And in 2014 the Curriculum in Global Studies will launch a MA program in Global Studies that includes the opportunity for students to study Africa from the perspective of one of three global themes: politics, institutions and societies; economy; and migration and labor rights. ASC's thematic initiative on **Sustainability in Africa** (Cr. 8A) is supported by 12 graduate degrees related to sustainability offered in the College of Arts and Sciences (anthropology, biology, city and regional planning, environment and ecology, geography, geological sciences, marine sciences, and public policy), and the Schools of Medicine, Public Health, and Business. Graduate courses on environmental issues are also offered in the School of Law, and the Departments of Communications Studies, Economics, Political Science, and Sociology.

Jointly with the ASC, AAAD offers a Certificate in African Studies open to students in all UNC-CH graduate schools. This interdisciplinary certificate requires students to produce a master's level research project in African studies, take 4 courses with substantial Africa content, and participate in an interdisciplinary professional seminar on Africa. Students who pursue this Certificate are expected to study an African language appropriate to their research. Most African languages offered at UNC-CH are open to graduate students for credit.

2B. Academic and career advising: Undergraduates at UNC-CH are advised by 48 assistant deans, full-time advisors, and part-time faculty advisors, divided into discipline-specific teams. Students have online access to their academic record, which provides options for fulfilling remaining requirements. Students are also advised by departmental Directors of Undergraduate Studies and other faculty, as well as by advising teams in the Arts and Sciences Academic Advising Office. The effectiveness of this advising is indicated by the fact that 80% of UNC-CH students graduate within 4 years, compared to roughly 40% in the nation as a whole.

Low AAAD student-faculty ratios result in close student-faculty relationships. Africa

students in GLBL are assigned a faculty advisor. These formal and informal advising practices provide students with mentoring relationships that extend beyond the classroom to issues such as graduate school and fellowship applications, study abroad opportunities, and pre- and post-graduation job placement. The ASC staff has a history of being active in the advising system; Director Lambert has served as the Director of Undergraduate Study for AAAD, and Associate Director Anderson has served as an academic advisor. Lambert and Anderson serve as advisors for more than a half-dozen Africa campus student organizations.

Africa students can take advantage of extensive career counseling, libraries, workshops, testing, on-campus recruiting fairs, internship programs, and online job search resources provided by University Career Services (UCS). UCS regularly brings public and private sector international recruiters to campus, and hosts two annual international career day events and a Peace Corps career night. Each year FLAS fellows attend a government careers orientation. UNC-CH social networking sites have been established to promote government service and non-profit careers. Graduate students are advised by the Africa focused faculty in their home schools and departments. Students pursuing the Certificate in African Studies are advised by ASC Director Lambert, and AAAD Chair Eunice Sahle.

Study Abroad: Over 1,225 students per year engage in 325 UNC-CH and non-UNC-CH study abroad programs in over 70 countries. These students are supported by a study abroad staff of 17 who assist them in finding suitable programs. Each year approximately 60 students study in African countries such as Botswana, Egypt, Ghana, Kenya, Madagascar, Morocco, Rwanda, Senegal, South Africa, Tanzania, Tunisia, and Uganda. UNC-CH has an honors fall semester program (Cape Town), a Robertson Scholars summer program (Cape Town), and a Business School summer program (Cape Town/Johannesburg) in South Africa. UNC-CH offers a faculty-

led (FLAS eligible) summer program, and collaborates with Wells College on a spring semester program in Senegal. Students also have access to study abroad programs in Egypt (AU in Cairo), Morocco (AMIDEAST, U of FL), Namibia/South Africa (Augsburg C), Tunisia (CET), and South Africa (OTS). UNC-CH offers service learning in Namibia, Burch field projects in Botswana and Rwanda, SIT, SFS and other similar programs. At least 60 students (including Morehead-Cain scholars) engage in independent research and internship projects in Africa annually. Since 2010 students have used UNC-CH funded Summer Undergraduate Research Fellowships to conduct research in Egypt, Kenya, Malawi, Senegal, South Africa, Tanzania, and Uganda. UNC-CH consistently ranks among the top universities in the number of graduate students who win Fulbright awards, a number of whom use the award to conduct research in Africa. **ASC proposes to enhance student expertise in African studies by fully**

institutionalizing the new MA in Global Studies and launching a new UNC-CH

undergraduate certification program: “Distinction in Global Engagement.” (see PMF 1)

CRITERION 3: QUALITY OF NON-LANGUAGE INSTRUCTION PROGRAM

3A. Scope of African Studies Courses Offered: UNC-CH courses cover all regions of Africa at different levels in a range of disciplines; 184 non-language courses are regularly taught (see

Appx. 4). In 2012-13, 34 departments (22

in Arts and Sciences) taught 87 non-

language courses with at least 25% Africa

content. Significant Africa content is also

taught in courses in professional schools

such as Public Health, Law, Social Work,

and Business (see table 3.1). Over 92

| Table 3.1 Course Offerings in African Studies | | | |
|---|---------------------------|--------|------------------------------|
| UNC-CH School | Courses by Africa Content | | Advanced Specialized courses |
| | 50-100% | 25-49% | |
| Arts and Sciences | 87 | 69 | 95 |
| Public Health | 3 | 16 | 16 |
| Business | 4 | 0 | 3 |
| Social Work | 2 | 0 | 2 |
| Law | 1 | 0 | 1 |
| Library Science | 1 | 0 | 1 |

regularly-offered courses are available to Africa graduate and professional students. 419 graduate and professional students and 5793 undergraduates (out of 29,287 students) enrolled in African studies courses in AY 2012-13. Offerings are particularly strong in the departments of African Studies, Anthropology, History, and Public Health.

3B. Depth of Course Coverage: UNC-CH offers specialized Africa courses in a range of disciplines. All disciplines in African studies offer introductory courses that analyze Africa from the perspective of a specific issue or topic (see Appx. 4). Several faculty members offer First Year Seminars on Africa (numbered below 100 in Appx. 4). In these courses first-year students work closely with faculty on the topic of the faculty member's primary research interest. 101 advanced specialized courses are offered to undergraduates (nos. 300-699 in Appx. 2) and 94 such courses to graduates (nos. 400-999) (see Table 3.1). Examples of these courses are in Table 3.2. Africa courses by school are outlined in Table 3.1. (See also Appx. 4)

| Table 3.2 Advanced and Specialized Courses | |
|---|--|
| African Studies in AAAD: | History: |
| AAAD 318: Politics of Cultural Production | HIST 379: Race, Seg., & Protest in SA and US |
| AAAD 316: Policy Problems in African Studies | HIST 393: Africa since 1940 |
| AAAD 400: Challenges of Dem. Governance in Africa | HIST 490: France and Algeria |
| AAAD 307: 21 st Scramble for Africa | HIST 535: Women and Gender in African History |
| Environmental Issues: | Islamic Africa: |
| ANTH 306: Water and Inequality | AAAD 414 : Senegalese Society and Culture |
| ECOL 567: Ecological Analysis & Application | ARAB 453: Film, Nation, and Identity in Arab World |
| ENST 370: Agriculture and Environment | ART 561: Art of Medieval Islamic Spain & N. Africa |
| ENVR: 471: Global Water Sanitation & Hygiene | HIST 890: Diversity & Conformity in Muslim Soc. |
| PLCY 520: Environment and Development | WMST 289: Women and Law in Africa & ME |

3C. Extent of interdisciplinary offerings: Interdisciplinary offerings for undergraduates are extensive because of the very nature of AAAD and GLBL degree programs. Certificate programs in African studies and global health assure that graduate students are also engaging Africa content from an interdisciplinary perspective (see table 3.3). Interdisciplinary coursework is also available to UNC-CH students through LAC, which offers students the opportunity to use Arabic or Swahili for reading and discussion in several disciplines (see Cr. 4A & B).

| Table 3.3 Examples of Interdisciplinary Courses with African Studies Content | |
|--|---|
| Title and Course Number | Disciplines |
| AAAD 101: Introduction to African Civilizations | Anth, Art, Econ, Hist, Lit, Mus, Pol Sci, Women's Studies |
| AAAD 412: Regional Seminar in African Studies | Political Science, Economics, History, Women's Studies |
| AAAD 487: Intellectual Currents of African Studies | Sociology, Economics, History, Literature |
| ASIA 453: Cinemas of the Mid. East and North Africa | Cultural Studies, African St., Middle East St., French |
| GEOG 268: Geography of Africa | Afri, Anth, Econ, Geog, Hist, Poli Sci |
| PUBH 420: AIDS: Principles, Practice, and Politics | Economics, Political Science, Public Health, Sociology |
| WMST 237: African Gender History | Anth., Economics, Social Work, Women's Studies |

3D. Non-Language Faculty, Teaching Assistants, and Instructional Support: Africa faculty is sufficient and available to teach the regularly offered courses (see Cr. 6A and Appx. 5). TAs meet UNC-CH standards, and they are supported by faculty mentors, and through workshops and courses on course design, instructional methods, evaluation, and grading. The Center for Faculty Excellence (CFE), with a staff of 14, conducts approximately 124 workshops for instructors on campus annually which, during AY 2012-13, were attended by over 1500 participants. CFE maintains a network of departmental TA coordinators to facilitate communication on pedagogical issues, and houses a Teaching Resource Lab for creating digital and multimedia instructional materials. Our Languages Across the Curriculum (LAC) program assists future and current faculty in integrating foreign languages into non-language area studies courses (see also Cr. 4A & B). **ASC proposes to deepen its capacity in area studies training by hiring a new History faculty member, by creating new courses related to Sustainability in Africa and in the School of Education, by supporting faculty research, development, African linkages, and by strengthening our ability to train experts in areas of national need.** (See Cr. 8A)

CRITERION 4: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM: In 2008 UNC-CH's Program in African Languages (PAL) used an external evaluation to provide a blueprint for the development of a vibrant and progressive PAL that integrated leading-edge practices. External evaluations in 2011-12 established that these improvements had been achieved. Despite drastic NRC budget reductions, our institution has expanded and deepened its commitment to African

languages. We met most proposed language projects in the last cycle, and our PAL faculty are now national leaders in African language pedagogy. PAL faculty and courses are sufficient for high-quality training in our target languages, most of which are priority languages. New faculty, new course offerings, increased enrollments, faculty professional development, and newly-created teaching resources in the past 4 years indicate a PAL that is ready to further enhance its ability to provide significant training to meet national needs.

4A & B. Instruction and Enrollment in African Languages: UNC-CH offers regular instruction in Arabic, Lingala, Swahili, and Wolof, and has additional capacity and registrar-approved courses in Afrikaans and Chichewa (see Appx. 4). Sub-Saharan PAL faculty are in AAAD, and Arabic faculty are in Asian Studies. Arabic and Swahili training is provided through the advanced level, and Lingala and Wolof are offered through intermediate. Our PAL plans to increase enrollment in intermediate Wolof and provide advanced instruction. Advanced African lusophone and francophone language and literature are also taught (see Cr. 3 and PORT & FREN in non-language course list).

| Table 4.1 Language Instruction Offerings | | | | | | |
|--|--------|---------|---------|-----|------------------|---|
| Language | Levels | Courses | Faculty | TAs | Enrolled 2012-13 | Notes |
| African Ling. | 1 | 1 | 1* | | 27 | |
| Afrikaans | 1 | 2 | 1 | | N/A | Offered as a Special Topics course upon demand. |
| Arabic** | 4+ | 11 | 4 | 1 | 401 | Minor offered. |
| Chichewa | 2 | 3 | | 1 | 16 | Offered 2010-2014 as non-credit 1-month workshop for students in PH, Med, Dent preparing for Malawi internships |
| Swahili** | 3+ | 9 | 2 | | 196 | 2013-2014: 214 students |
| Lingala | 2 | 4 | 2 | | 11 | 2013-2014: 17 students |
| Wolof | 2 | 4 | 2* | | 37 | 2013-2014: 32 students |
| Levels 1-2 are elementary; 3-4 are intermediate; 5 and beyond are advanced language, culture, and literature *includes PAL Coordinator ** includes LAC sections and LAC Teaching Assistants | | | | | | |

A 2013 survey found that UNC-CH enrollments in Swahili, Wolof, and Lingala are by far the largest among Africa NRCs and they are continuing to grow. Since 2010 enrollments in Sub-Saharan languages have increased 92% and Arabic 6%. We now receive 3 times as many

graduate FLAS applications as available fellowships. 591 undergraduate and 40 graduate students enrolled in African languages during 2012-13. Over 75% of our Swahili graduate students are in Health Affairs, and our Swahili LAC (described below) is geared to STEM students who focus on health and the environment. NRC funding in the last cycle enabled PAL to expand its African language offerings with the addition of 2 new courses, and the development of resources to enhance intermediate and advanced language instruction. 4th semester Swahili has been revised to include 25% business content to meet the needs of students in the professional schools, and our Arabic LAC has been revised to focus on the vocabulary, etiquette, and business norms of the Arabic-speaking regions. These new NRC-funded courses will be piloted in 2014-15. Arabic and Swahili courses are also available during summers at UNC-CH. Because we have had difficulty finding a qualified Chichewa instructor for regular credit courses, we have offered (with IEPS approval) month-long workshops each year to professional students preparing for internships in Malawi. This is taught by native-speaking, NALRC-trained instructors who, in collaboration with the Institute for Global Health, have developed medically-oriented teaching materials. We plan to offer Chichewa as a regular course in Spring 2015.

UNC-CH students and FLAS recipients regularly enroll in African language programs offered by other providers. Our PAL and FLAS coordinators collaborate with all Africa NRCs to make African language instruction widely accessible while maintaining the highest standards of instruction. ASC collaborates with other Africa NRCs to maintain a website that lists U.S. summer African language offerings and FLAS-approved language programs in Africa, to publicize summer language programs (targeting CC and MSI students), to support ALMA, and to work with NALRC and other LRCs to refine standards, train teachers, and develop materials.

Courses in Other Disciplines: UNC-CH is the first U.S institution to offer Languages Across

the Curriculum (LAC) in African languages, Swahili and Arabic (developed/funded through a previous NRC grant.) The LAC program is a collaborative project of 6 UNC-CH NRCs. It has enabled more than 1900 students to use 9 languages in courses in 22 disciplines. LAC courses are taught by a native-speaker in the target language. This program also offers an annual workshop, a graduate pedagogy course (GLBL 789: Teaching LAC), and a Graduate Certificate in LAC Instruction (the only such program in the nation). Our Swahili LAC serves STEM and Public Health students by using health and environment content, and our Arabic LAC serves STEM and professional school students by including substantial business language content.

4C. Language Faculty and Instructional Assistants: UNC-CH's PAL is coordinated by a tenure-track faculty member with extensive training in linguistics and language pedagogy, and virtually all African language courses at UNC-CH are taught by full-time faculty. Seck, Roberge, Halabi, and Yaqub are tenured or tenure-track, while Mutima, Fhunsu, Lisanza, and El Kernady are longstanding full-time faculty in fixed-term appointments; UNC-CH has recently agreed to cover 100% of Lisanza's salary, thereby institutionalizing our second Swahili position. Other instructors (Arabic and Wolof) are fixed-term.

Pedagogy training: All language faculty have received pedagogical training in proficiency-oriented, performance-based instruction, including on-campus proficiency-based workshops facilitated by NALRC. Our PAL coordinator was actively involved in Wolof STAMP development, and is ACTFL-certified for Wolof standards and assessment. Most PAL faculty participate in workshops or conferences on pedagogy and second-language acquisition. Lisanza is certified in StarTalk. In fall 2014, language instructors will participate in a 4-day ACTFL Oral Proficiency Training workshop at UNC-CH. Over the past 3 years PAL faculty have presented more than 25 papers at ALTA, SEALLF, ACAL, ASA, and other national conferences on

education and literature. Our PAL coordinator has been elected President of ALTA, founded SEALLF (an annual meeting for African language and literature professionals in the region, which includes several MSI faculty), has been asked to host an upcoming meeting of ACAL, and his textbook on Intermediate Wolof will be released for national use in fall 2014. The LAC Coordinator, Dr. Tanya Kinsella, is trained in foreign language pedagogy, and works closely with PAL faculty and TAs to monitor and develop their performance.

4D. Quality of Language Instruction and Resources: Pedagogically, our PAL promotes three combined approaches: communicative-oriented, student-centered, and content-based. This assures **performance-based instruction**. As recommended by ACTFL general goals are based on the standards for foreign language learning organized under communication, culture, connections, comparisons, and communities. Standards are delineated for each element and are woven into each lesson and assessment.

UNC-CH ensures that our language programs are of high quality and conform to national standards. Our PAL coordinator meets monthly with language faculty to discuss and improve instruction. **Clearly defined performance-based instructional goals** for each language instill cultural competence as well as productive and receptive proficiency in each of the four language skills: speaking, listening, reading, and writing. Instructors of elementary and intermediate language courses take ACTFL standards of proficiency into account when designing and implementing their courses. Interview-exams assess oral/aural proficiency, while communicative written tests require students to use the target language in authentic real-life contexts to determine writing and reading competency.

The PAL Coordinator has established specific **proficiency requirements** for each language level, across all languages, and instructors and students engage in continuous assessment

throughout the semester. Instructor evaluation includes two class visitations per semester by the PAL coordinator, instructor peer observation, frequent consultations between the coordinator and instructors, and feedback based on classroom observations. Student evaluations include placement tests, final written examinations and oral proficiency tests at the end of each semester, using ACTFL guidelines for proficiency. Student surveys are used annually for improvement and for student recruitment. In all languages, evaluation and assessment incorporate the requirements for instructor-administered FLAS language assessments.

Resources: Our PAL faculty have created many resources for language instruction, including extensive audio-visual Wolof instruction materials from Senegal. All Arabic and Swahili LAC resources are available to the public on our LAC web site. UNC-CH's Foreign Language Resource Center (FLRC) digitizes audiovisual resources and makes them accessible to students and instructors via the internet. Students wishing to strengthen their language skills and cultural knowledge outside the classroom have many extracurricular options, including student groups such as the Arabic Conversation Club, the Arabic Calligraphy Club, OASIS, and weekly Lingala, Swahili, and Wolof language tables. Each spring the PAL faculty and students present an African Languages Night. For students seeking language immersion, UNC-CH's Study Abroad Office offers valuable information and counseling on program options (see Cr. 2B).

The ASC proposes to develop the PAL through additional faculty, course and materials development, an ACTFL-based workshop to further solidify the OPI assessments currently used for midterm and final exams in all languages, and continued professional development of PAL faculty at UNC-CH, at WSSU, and in the region (see Cr. 8).

CRITERION 5. STRENGTH OF LIBRARY Supporting scores of doctoral-level programs across the academic spectrum, UNC-CH libraries' collections and services have always been

comprehensive in scope and in-depth in nature. More recently the libraries have expanded technological and document delivery capabilities and re-configured staff to broaden the accessibility/availability of their collections and increase the array of services offered so as to enhance engagement with both campus and external users. As a consequence, UNC-CH now provides exceptional levels of informational, instructional, and research support to more library patrons than ever—and does so on scale that few universities can match.

5A. Strength of Library Holdings and Online Resources: As of 1/2/2014 UNC-CH

collections totaled 455,387,806 individual items—of which 29,382,263 were in languages other than English. They included 311M newspaper articles, 97M journal articles, 11M magazine articles, 7M conference proceedings, 6.5M print volumes, 5M print and e-books, 4M microforms, 2.5M graphic items, 1.5M government documents, >25M manuscript and archival holdings, and hundreds of thousands of tangible and streaming media. With their rapid shift to remotely accessible e-resources, over the last half-dozen years campus libraries have added more than 1M volume-equivalents to their collections. With implementation of a comprehensive discovery service (Summon), users can easily find and link to these resources via a single search box, which has resulted in increased use of the collections.

The library system has 13 physical libraries strategically located across campus. Annual library expenditures total \$43M, including \$15M spent on collections. UNC-CH is one of the four members of the nation's oldest academic library consortium—Triangle Research Libraries Network—which has built a combined collection, measured in terms of unique titles in their shared online catalog, which is only exceeded by Harvard.

While UNC-CH libraries collect core resources for Africa in all relevant subjects, it divides responsibilities for specialized research materials dealing with specific countries with nearby

Duke University libraries. UNC-CH focuses on West Africa, Duke on East and Southern Africa, and both libraries North Africa. Together their Africa holdings are by far the most extensive in the Southeast and almost certainly would rank among the top 10 in the U.S. UNC-CH has systematically built a collection on Francophone Africa that is the strongest in the Southeast, including unparalleled holdings of 19th and early 20th Belgian imprint on the Congo. We have what is probably the most extensive holdings of documentary films on North Africa in French and Arabic, while our African collections in population, demography, migration and other sustainability-related resources are among the most extensive in the world and include significant African government documents not ordinarily found in U.S. libraries. A small but developing collection of unique Wolof materials is being cultivated.

In addition to Africana print collections, UNC-CH Libraries provide access to a wide range of databases and electronic resources to support research and instruction in African studies in the humanities and social sciences. During the last four years a number of high value research databases were added, including *al-Manhal* (the largest collection of e-books in Arabic), key reference sources such as *Dictionary of African Biography*, as well several major digital collections of documents and publications, such as, *Confidential Print: Africa, 1834-1966*, and *Slavery, Abolition and Social Justice*.

In 2010 UNC-CH hired Mohamed Hamed, its first African Studies Librarian, who is actively engaged with ASC faculty, students, and visiting scholars. He leads outreach programs, orientations, class visits, consultations, and orders books requested by ASC faculty and students. In fall 2013, Hamed launched the “Africa Home Guide,” a web portal that provides easy access to subscription-based and open accessed materials including print materials, articles, newspapers, primary sources, films, music, art, statistics, and data, as well as information on ASC faculty.

5B. Cooperation and Extent of Availability of Library Resources

UNC-CH libraries have always had a commitment to serving a public beyond campus boundaries. Walk-in users have access to tangible collections and nearly all e-resources are available to faculty and students. Any NC resident can obtain a library card. Non-UNC-CH affiliates accounted for 12% of books checked out from the main library in FY 2012-13.

UNC-CH is a leader in inter-library lending, regularly ranking in the top 20 of the 115 members of the Association of Research Libraries. As collections move to digital formats, UNC-CH has adopted contractual and licensing principles that allow for inter-library lending of proprietary e-resources insofar as legally possible and acceptable to publishers/vendors. The Library's membership in the Center for Research Libraries, provides users with additional Africa collections of specialized materials, particularly foreign dissertations. The Library supports access to government publications, books and periodicals in foreign languages, and newspapers published in Africa through the Cooperative Africana Microfilm Projects (CAMP), as well as the African Languages Materials Archive (ALMA). **The ASC proposes to strengthen library resources in two areas: collections related to Sustainability in Africa and to African languages, continuing to build a unique national resource in Wolof.**

CRITERION 6. QUALITY OF STAFF RESOURCES

6A. Qualifications of African Studies Faculty and Professional Staff: African studies at UNC-CH has expanded considerably since 2010, adding 11 tenure track and 3 term faculty members. This was accomplished through our ability to leverage NRC funds and UNC-CH's commitment to expanding African studies. ASC currently lists 96 faculty members in African studies. Of these 10 are language faculty, 32 are core non-language faculty (50-100% commitment to Africa), 25 associated (25-50%), and 31 affiliated (10-25%) (see Appx. 5; some

faculty serve multiple roles). 90% of these faculty hold doctoral degrees in their fields, 76% are tenured or tenure-track, and 14 hold distinguished chairs. Many of these faculty are nationally-renowned scholars and educators who have received prestigious awards for their publications and teaching. The high quality of their research is underlined by the fact that from 2008 to 2014 UNC-CH scholars have secured over \$500M in external grants for research in Africa, more than any other region outside the U.S. Since 2010 African studies faculty have published over 980 scholarly articles and books. UNC-CH supports the professional development of our faculty through travel funds for conferences and regular research and study assignments (sabbaticals) for research. Faculty may also apply for semester long appointments in the Institute for Arts and Humanities and Senior Faculty Research and Scholarly Leaves, which allow them to devote all their effort to research. Internal seed money (such as University Research Grants and Junior Faculty Development Awards) is available for new projects. These UNC-CH funds are complemented by other funds for professional development managed by the university. Programs such as Burch Research and Honors Study Abroad in Cape Town provide faculty with the opportunity to lead Africa programs in which students and faculty work together on a research project.

Most African studies faculty are full-time and carry a full teaching load of four courses/year. They have extensive ongoing contact with students, in the classroom and in an advising capacity, supervise graduate and undergraduate students and serve on undergraduate honors, masters, and doctoral thesis committees (for detail on advising at UNC-CH, see Cr. 2C). In addition to ASC teaching faculty, a number of researchers in the professional schools (such as Law and Medicine) serve as dissertation/thesis advisors, engage students in their biomedical research in Africa, and are instrumental in establishing formal linkages with African institutions. In this capacity, these

research faculty play an active and critical role in African studies on campus.

6B. Organizational Structure of the African Studies Center: These faculty are supported by the ASC, whose professional staff includes a Director, Associate Director/Outreach Coordinator, Assistant Director/FLAS Coordinator, Language Coordinator, Business Manager, and Business Assistant. Director Michael Lambert oversees all ASC activities, including long-range planning and staffing. He is also Associate Professor of African, African American, and Diaspora Studies and Adjunct Associate Professor of Anthropology, teaches courses in African studies, and serves as co-advisor for the Graduate Certificate in African Studies. Dr. Lambert holds a Ph.D. in Social Anthropology (Harvard) and publishes and conducts research on West Africa.

Associate Director Barbara Anderson manages the Center's programs and operations, including grant writing, administration, and reporting. She also serves as Center Outreach Coordinator. Anderson advises students and teaches introductory AAAD classes, is ABD in Adult and Continuing Professional Education, and serves in a national capacity on ASOC and as a selection reviewer for CABA.

Language Coordinator Mamarama Seck oversees our Program in African Languages. He is a tenure track Assistant Professor in AAAD and holds a Ph.D. in linguistics from the U of Florida. In addition to courses on Africa and African linguistics, he teaches Wolof language classes. He was elected President of the African Language Teachers Association.

Web management, program implementation, and FLAS coordination are handled by Assistant Director Stacey Sewall (.75 FTE). Sewall supervises part-time students and interns. ASC budgets and accounts are handled by Business Manager Tracey Cave (.33 FTE ASC) and Business Assistant Carolyn Reams (.17 FTE ASC). With the exception of salary support proposed in the budget, salaries and benefits for ASC staff are covered by UNC-CH (see Cr. 1).

The staffing plans for ASC administration and outreach program are clearly adequate for the Center's current activities. To meet the goals of its proposed programs (see Cr. 8), the ASC seeks Title VI support for a part-time outreach director, program associate, data collector, and opening access coordinator (shared with other UNC-CH NRCs). UNC-CH has committed to increasing staff support for the coming NRC cycle. The ASC Director works in consultation with an advisory board that assembles areas of the University with an interest in Africa. The board includes representatives from AAAD (Eunice Sahle, Chair), professional schools (Tom Kelley, Professor of Law; Suzanne Gulledge, Professor School of Education), Health Affairs (Irving Hoffman, Professor of Medicine and Director of UNC-CH in Malawi), other research and program centers focused on Africa and its diaspora (Joseph Jordan, Director of the Stone Center for Black Culture and History), the Library System (Mohamed Hamed, Bibliographer for Africa), student and diversity affairs (Chris Faison, Minority Male Mentoring and Engagement Coordinator), and the College of Arts and Sciences (Emily Burrill, Associate Professor of Women's Studies; Georges Nzongola, Professor of African Studies). This board meets at regular intervals throughout the year to assess progress, programming, evaluation, and to determine strategic goals.

6C. Nondiscriminatory Employment plan: The Office of Diversity and Multicultural Affairs, led by Associate Vice Chancellor Clayton, has created an inviting climate for minority faculty, staff, and students, enhancing the presence of minority groups on campus. A key diversity initiative is the Carolina Post-Doctoral Program for Faculty Diversity which offers scholars from underrepresented groups a 2 year post-doc at UNC-CH with the goal of offering them permanent faculty positions. The ASC Director was recruited through this program. A recent internal evaluation demonstrates the College's success at diversity hiring; the percentage of minority

faculty increased from 11.5% in 2008 to 23.3% in 2012. Our **Opening Access** Initiative will enhance efforts to address underrepresentation in all aspects of our work. The ASC already has welcoming workplace for traditionally underrepresented groups. Our staff includes an American Indian (Director), 2 Africans/African-Americans (Language Coordinator and Business Assistant), and 4 women (Associate Director, Assistant Director, Business Manager, and Business Assistant). Over 1/2 of the Advisory Board are either African or African-American.

UNC-CH's hiring process requires the Equal Opportunity Office (EOO) to review departmental hiring procedures and activities to insure fair consideration of all candidates regardless of race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity, or gender expression, and to insure that all position searches are done in accordance with the principles and objectives of UNC-CH's equal opportunity plan. Accommodations are made for any applicant voluntarily self-identified as disabled. The UNC-CH Office of Human Resources ensures that the principle of equal employment opportunity applies to all aspects of employment, including initial consideration for employment, job placement and assignment of responsibilities, evaluation of performance, promotion and advancement, compensation and fringe benefits, access to training and other professional development opportunities, formulation and application of personnel regulations, access to facilities and services, layoff and recall, and discipline and termination.

CRITERION 7: OUTREACH ACTIVITIES: With NRC and institutional funds, the ASC maintains an Outreach Office that has had a significant and measureable regional and national impact, engaging ASC and other regional and national faculty to provide training and knowledge to K-12, postsecondary, and public constituencies. Between 2010 and 2013, 61 specific ASC outreach activities served more than 8,352 participants (excluding NCSS), a 41% increase over

the previous 3 years. 4,394 of these participants were K-16 educators. ASC faculty members are involved in all types of outreach projects, with participation from more than 7 departments in the College of Arts and Sciences, as well as from the Schools of Education, Library Science, Law, and Medicine.

The philosophy of ASC's Outreach Program is three-fold: 1) to create and nurture long-term relationships with local, state, and national educators and community groups in order to promote teaching about Africa that responds to the needs of stakeholders (Table 7.1); 2) to root outreach projects in ASC thematic initiatives in order to secure broad participation by ASC faculty and to provide high quality content; and 3) to serve under-resourced teachers and students, regardless of funding, so as to reach those who most need our resources. The Outreach Coordinator maintains long-term relationships with diverse organizations. These relationships, critical in our rural southern environment, have created productive collaborations for the upcoming cycle that reflect the expressed needs of our partners. Most of our outreach activities are particularly cost-effective due to strong NRC collaboration and institutional support for outreach at UNC-CH. Despite the 47% reduction in our total NRC budget, virtually every outreach project proposed in 2010 was accomplished, and we implemented an evaluation plan for tracking participation from NC's poorest counties and schools, an important step in our proposed **Opening Access** theme.

Elementary and secondary schools: The ASC Outreach Office maintains a lending library of over 800 books, CDs, and DVDs for K-12 teachers, and has developed original teaching resources, presentations, workshops, a quarterly digital Outreach Newsletter, and an outreach web site which provides online resources for teachers. In collaboration with other UNC-CH NRCs, each year more than 1,500 NC educators receive training on contemporary Africa

| Table 7.1 Outreach long-term Collaborations | Sample of Activities 2010-14 | Part # |
|--|--|----------------------|
| K-12, state and national | | |
| UNC-CH School of Education <ul style="list-style-type: none"> • Advisory Board for MA in International Education • Study abroad planning for pre-service teachers • Workshops for pre-service teachers • Chair of Faculty in SoE on ASC Advisory Board | <ul style="list-style-type: none"> • ASC resources used in pre-service classes • Honors Program in Cape Town now eligible for pre-service teachers • “Education in East Africa” | 55 27 |
| North Carolina Department of Public Instruction <ul style="list-style-type: none"> • Regular meetings to discuss curriculum changes | <ul style="list-style-type: none"> • Learning Boxes and ASC lending library aligned with Common Core | 1500+ |
| NC Council for the Social Studies | <ul style="list-style-type: none"> • Annual meeting presentations and booth | 2400 |
| World View <ul style="list-style-type: none"> • K12 programs in 99 of 100 NC counties • K16 group studies to Africa | <ul style="list-style-type: none"> • GELP For NC Administrators • Annual Symposium with Africa content • 2012 group to Senegal for NC educators | 170 1582 18 |
| African Studies Outreach Council, ASA affiliate <ul style="list-style-type: none"> • Treasurer for ASOC NCSS projects • Lead evaluator for ASA Teacher Workshops • Presentations at ASA Teacher Workshops • Reviewer and consultant for CABA | <ul style="list-style-type: none"> • Anderson presentations, DC & Baltimore • ASOC NCSS table at annual meetings in Boston, Boulder, etc. 6,000/yr • CABA featured on NPR, events at Smithsonian, web site 19,500/yr | 67 24000 78000 |
| Post-Secondary, state and regional | | |
| World View <ul style="list-style-type: none"> • CC partnerships/programs in 32 of 58 CCs in NC | <ul style="list-style-type: none"> • Annual CC Symposium with Africa content • CC course development grants for UNC-CH consultations | 439 14 |
| SEALLF <ul style="list-style-type: none"> • Helped create forum in 2011 • Annual funding in collaboration with UF | <ul style="list-style-type: none"> • Annual meetings to improve curricula and pedagogies. MSI faculty inclusion; specific support in 2013-14 for WSSU participation | 45 |
| SERSAS/SEAN <ul style="list-style-type: none"> • Member of planning committee • Annual hosting and funding in collaboration w/UF | <ul style="list-style-type: none"> • SERSAS meets each fall and spring; spring meetings funded by NRC. Participants include MSI and CC faculty in 12 states | 170 |
| Other Constituencies: business, media, public | | |
| Af. Am. and African immigrant community groups Army and Marine leaders at Ft. Bragg & Camp Lejeune Program in the Humanities and Human Values North Carolina Humanities Council Pulitzer Center for Crisis Reporting UNC-CH CIBER projects | <ul style="list-style-type: none"> • 2013 Mali Seminar Series; Cultural events for community and political content for academic, military, & public participants. • Annual Sustainability Symposium with businesses, activists, public, and journalists • 2011 Sylvia Tamale “Homophobia in Africa” | 133 1593 250 |

from World View (WV) programs for K-12 and Community College (CC) faculty and for K-14 administrators throughout most of NC’s 100 counties (see Cr. 1). WV’s international programs reach into a high percentage of low income counties, providing international training and faculty support that would not otherwise exist.

The Outreach Coordinator leads a group study to Africa for NC educators every four years. In Senegal in 2012, participants had homestays with Senegalese teachers, interacted with citizens and UCAD faculty and students, learned about Senegalese education practices, the youth

political movement, and Sufi religious devotion and tolerance. An educator from a small NC town said that she could never again stay silent when others spoke derisively about Muslims. A similar group study is planned for 2016. ASC resources will continue to be developed to expand the impact of these study trips, particularly with regard to “**Sustainability in Africa.**”

Among the resources developed since 2010 are Learning Boxes and Culture Kits, aligned with the Common Core, that provide hands-on materials and classroom sets of CABA-winning books, along with supporting resources such as films, clothing, maps, and scholarly books. These include lesson plans and materials for special topics such as “Islam and Politics in West Africa” and “Environmental Activism in East Africa.” With a 175% increase in usage in 4 years, ASC library resources are used nearly every day in North Carolina. ASC proposes to collaborate with LEARN NC on digital textbook and online training for 2 boxes.

Due to the deep involvement of our Outreach Coordinator in the African Studies Outreach Council (ASOC), ASC outreach programs have had a national impact. ASOC designs and facilitates a K-16 Educators Workshop, held parallel to the ASA meeting. ASOC booth and presentations at NCSS reach nearly 6,000 teachers/year, and national CABA awards recognize and promote the best children’s and young adult books for accurate knowledge of Africa. Drawing on ASOC expertise, the Outreach Office responds to current events on an ongoing basis by providing timely materials and presentations to teachers, most recently on Nigeria’s Boko Haram. The ASC presents to teachers at the major state social studies conference, NCCSS. The ASC proposes to improve and expand these activities and resources and to lead a collaborative evaluation of ASOC projects to assess impact and improve effectiveness (see Cr. 8A).

Postsecondary institutions: The ASC provides critical logistical and financial support to diverse faculty in the Southeast through collaborative support (with UF) to SERSAS/SEAN and

SEALLF. These regional meetings allow Africanist faculty and graduate students affordable, high-quality venues for presenting and discussing scholarship; CC and MSI faculty participate in both events. In 2010-14 SERSAS/SEAN meetings assembled 170 regional scholars from 30 institutions in 12 states. During 2010-13, 382 community college educators benefitted from ASC outreach through the Senegal group study program, World View programs designed for CC faculty and staff, and an innovative course development grant program that allowed 18 CC faculty to come to UNC-CH for meetings with librarians and faculty to add Africa content to existing courses. The ASC proposes to substantially deepen and expand postsecondary outreach through the CC NC Global Distinction Initiative and through our partnership with Winston-Salem State University (WSSU), both described in Cr. 8A.

Business, media, and the general public: The Outreach Coordinator works with UNC-CH Health Affairs staff to provide workshops, language training, and seminars for faculty, students, and non-academic health professionals in the RTP who work in Africa, with a special focus on Malawi/Chichewa. In 2010 ASC faculty presented on history, politics, and religion to more than 45 Marines preparing to deploy to Africa, and in 2013 military intelligence officers participated deeply in a month-long faculty seminar on Mali. The ASC provides this outreach free of cost to the armed services. UNC-CH's well-established Program in the Humanities and Human Values provides weekend-long seminars for the public and educators on compelling topics, using highly-regarded faculty to provide content. During 2010-13, ASC faculty in the Social Sciences and in Law, Medicine, and Library Science made more than 154 presentations to US government officials, to the UN, and to African governmental agencies.

CRITERION 8: PROGRAM PLANNING AND BUDGET: The following plan, focused on two thematic initiatives and addressing all absolute, invitational, and competitive priorities, justifies

our request for Title VI funding to augment existing resources, strengthen current activities, and support promising new initiatives. Our ability to effectively implement these projects is evidenced by the impact discussed in 9A. The 4-year program and budget are based on a firm foundation of institutional support (see Cr. 1); they are cost-effective and reasonable, and will have a lasting impact on our institutional capacity.

8A. Quality and Purpose of Center Activities: All proposed activities are of high quality and conform to the purpose of the Title VI NRC program to strengthen nationally-recognized centers of excellence in foreign language and area studies and to support and enhance students' access to pursuing these studies. In addition to increasing UNC-CH's capacity in African studies and languages, the ASC proposes two thematic initiatives, "**Sustainability in Africa**" and "**Opening Access and Breaking Down Barriers to Global Opportunities**," which unite all aspects of our programming: language and non-language training, study abroad, research, and outreach (see Appx. 2).

"**Sustainability in Africa**" will expand UNC-CH's capacity to understand issues of environmental sustainability and related economic, political, and social processes. It will build on measurable achievements in our previous proposal (see Cr. 9A) and recent UNC-CH-supported initiatives, and will incorporate new collaborations with community colleges and our partner MSI, Winston-Salem State University (WSSU). In 2012 UNC-CH adopted a university-wide theme "Water in Our World," which generated interdisciplinary courses, conferences, and events on our campus. Since 2010, more than 40 scholars and public officials from countries such as Ghana, Uganda, Mozambique, Uganda, Ethiopia, Liberia, Egypt, Nigeria, Gambia, South Africa, Burkina Faso, South Sudan, and Malawi have come to our campus to present their work and collaborate with UNC-CH faculty. Over the last 3 years, a core of graduate students

committed to environmental sustainability in Africa has emerged. UNC-CH's theme for 2015-18 will be "Food for the World." Our 2014-18 NRC projects will complement this theme and expand our institutional capacity in African food security and sustainability in measurable ways.

"Opening Access," a collaborative initiative engaging all 7 area studies centers and 15 other campus units, expresses our shared commitment to increase the participation of underrepresented students in international activities and programs. These activities are geared toward students from a wide range of academic disciplines, ages, educational or family backgrounds, gender identities, racial or ethnic identities, sexual orientations, or socio-economic status. School of Education students are targeted because economically disadvantaged students are overrepresented in this school, and program requirements inhibit their access to global opportunities. UNC-CH NRC's have established baselines for student participation, and have engaged in activities to understand the barriers that make our programs less accessible to diverse students. We assembled over 22 campus units to understand accessibility issues, presented our work at professional education conferences, and created practices to change our institution's culture so that all students may engage in, and benefit from, global programs and activities.

In the last 4 years, our outreach programs incorporated Opening Access activities in response to invitational priorities of that NRC cycle, making the Competitive Priorities of this competition a natural progression for the ASC and other NRCs at UNC-CH. This proposal addresses **NRC Competitive Priorities** through 1) a single, deep, collaboration with a premier MSI, Winston Salem State University (**WSSU**); 2) a system-wide collaboration with NC **Community Colleges**; and 3) a well-considered collaboration with UNC-CH's **School of Education** (SoE) and others SoEs in the UNC System. Please refer to our 3 letters of support in Appx. 3.

WSSU Collaboration (NRC CPP1): One of 5 HBCUs in the UNC System, Winston-Salem

State University has a strong and growing international program. In January 2014, six representatives of international programs and area studies at UNC-CH (including Anderson) met with WSSU faculty and administrators to discuss strategies for building capacity in area studies and language instruction and for future collaboration. The ASC began building relationships with WSSU Africanist faculty in the previous NRC cycle. Muaka participated in the formation of SEALLF (see Cr. 4), Sackeyfio is the first WSSU Faculty Research Fellow at UNC-CH, and Martin and Wa Muiu made presentations at UNC-CH in 2013. WSSU currently offers a 4-course sequence of Swahili instruction. There are four tenured or tenure-track Africanist faculty members, all of whom are active and recognized for contributions in African studies (see Appx. 5). Other faculty members have professional and scholarly engagement with African topics and issues, and the Director of International Programs is active in Africa initiatives. 30 WSSU courses have Africa content, and two WSSU study abroad programs in Africa are complemented by UNC System programs and third-party providers.

This collaboration will provide WSSU faculty with support for research and teaching, thus expanding WSSU's capacity to teach and create knowledge on Africa. UNC-CH will benefit from the substantial expertise of WSSU faculty for speaker and conference themes, issues, and scholarly networks. Four other UNC-CH centers plan similar collaborations with WSSU (Latin America, Asia, CIBER, and International/CGI), and CGI will provide funding to WSSU to enhance linkages in several world regions (including Africa), making this an institutionally comprehensive and deep collaboration which benefits both institutions and holds the potential for a measurable and long-lasting impact on an important MSI in NC.

World View Community College Collaboration: NC Global Distinction Project: (NRC CPP1) Building on ASC and World View activities with CCs in NC (see Cr. 7), UNC-CH's 7

area studies centers have launched a four-year collaborative initiative with NC CCs to create a “NC Global Distinction” program. Title VI funds will be used to internationalize the curriculum at CCs by providing professional development and technical support to develop modules to infuse Africa connections, context, and content into courses, speaker series, film series, webinars, and webcasts (See PMF 2). Students who meet the criteria listed in PMF 2, will receive a certificate with their associate degree, denoting “NC Global Distinction.” Currently, six community colleges are participating in the planning of this program, and one of them (Davidson County CC) will fully incorporate this certificate program in AY 14-15.

School of Education Collaboration: (NRC CPP2) This proposal builds on earlier collaborations between area studies centers, World View (WV) and UNC-CH’s School of Education (SoE), to prepare NC teachers to integrate African and other world region area and language content into the K-12 curriculum. Previous and current activities in this area include 1) a new MA in International Education focused on international education policy; 2) a rubric, soon available online, designed by SoE doctoral students and WV to help teachers gauge their level of global competency; and 3) WV and SoE participation in “Internationalizing Teacher Education,” a committee of faculty from the 16 UNC System campuses that explores ways to internationalize pre-service teacher education programs. SoE is also home to LEARN NC, an outreach center which uses digital technology to leverage teacher leadership capacity in projects that combine research-based strategies with classroom-ready applications. 30,000 regional and national hits/day access LEARN NC’s resources, online courses, and digital textbooks. LEARN NC’s Director is actively pursuing efforts to make the global content of these resources more substantial and will work with ASC on improving teacher training for 2 learning boxes.

The proposed activities, based on recommendations from SoE Dean and faculty, will expand

the above-mentioned capacity and will be supported by UNC-CH's 7 area studies centers, allowing for coverage of all world regions, including Africa. These activities include: 1) A four year speaker/workshop series that will expand global knowledge of faculty at all UNC System education schools. It will be disseminated nationally through LEARN NC. This series aligns with the ED 2012-16 International Strategy and is designed by SoE faculty and the system-wide working group. Nationally-recognized experts will engage with participants and present on best practices for global K-12 education. Speakers will be available to visit other system campuses, and LEARN NC will make the series available nationally through streaming and a digital textbook; 2) Course development grants for SoE faculty to integrate Africa materials into existing pre-service courses and to share the newly developed materials through professional development presentations, teacher workshops, and LEARN NC; 3) Support for SoE students who will organize an annual global competencies week to infuse area studies and world language in all SoE courses; and 4) Offer orientation sessions to SoE students for FLAS and all other internationally-focused activities from our NRCs such as our passport drive, study abroad opportunities, and Peace Corps, so as to increase the access of pre-service teachers on our campuses to global/Africa resources. As SoE students are disproportionately from underrepresented groups this collaboration will align with our **Opening Access Initiative**.

Our thematic initiatives and capacity-building activities grow from six **project goals** directly related to the NRC purpose (see Appx. 2), are integral to both NRC competitive priorities, and address all absolute, invitational, and competitive priorities in this grant cycle. Our goals and activities are described below, in the PMFs, and in detail in Table 8.1: **i) Language Instruction:** We will enhance our language course offerings, expand our language program, open access to underrepresented groups, and enhance African language programs at our partner MSI, other

MSIs and smaller institutions in our region. **ii) Non-Language Instruction:** We will improve our institution's capacity for training in African studies in general, and "Sustainability in Africa" in particular, by expanding our faculty, creating more Africa-focused courses, developing study abroad programs, and integrating Africa and global content into instruction in our School of Education. These goals are enhanced by other activities that include research and linkage travel, faculty working groups, outreach, and Opening Access projects, all of which are integrated into proposed collaborations with our School of Education, community colleges, and our partner MSI, WSSU. **iii) Library Development and Cooperation:** We will build on existing library resources by acquiring materials to enhance and support our language and non-language instructional programs and thematic initiatives. **iv) Strengthening Ties with Partners in Africa:** We will create and strengthen linkages with African institutions so as to enhance student interest in and engagement with African studies, languages, and study abroad opportunities, particularly as they relate to our thematic initiatives. **v) Outreach:** We will support and work with regional and national organizations to enhance knowledge of Africa and provide access to high-quality resources and events for K-12, post-secondary, and public outreach constituents (in addition to an anticipated 15 programs/year that are also free and open to the public and funded by our institution. **vi) Scholarly Enhancement:** We will support faculty research and knowledge-building that directly contributes to our institutional capacity in African studies in general and "Sustainability in Africa" in particular. This will be done in collaboration with WSSU and UNC System schools of education. **vii) Program Enrichment:** ASC staff will comprehensively coordinate and evaluate the diverse Africa-related programs, initiatives, and projects on campus and in the region, so that students and other citizens can develop greater knowledge of African issues and languages. **viii) Program Evaluation:** We

will comprehensively coordinate ongoing, rigorous, quantitative and qualitative evaluations of all of our project goals and activities through careful, rigorous, and thoughtful annual data collection, review, analysis, and implementation of improvements, as well as deep collaborative evaluations of select dimensions of our Center projects that are related to competitive priorities.

| Table 8.1 Funding Requests (refer to Budget, Appx. 1) | | | | |
|---|---------------------------------------|---|--|--|
| 8A | | Funding requested for the following Activities | Year | Priority |
| i. | Language Instruction PMF 5 | (a) expand our African language offerings and enhance enrollments in FLAS priority languages by hiring an additional fixed-term instructor for Wolof and a part-time instructor for elementary Chichewa (b) add depth to current and future language offerings by funding the development of 2 courses in advanced Wolof and supporting new instructional resources in all PAL languages, particularly at the intermediate and advanced levels (c) support the teaching of Swahili and Arabic LAC and a LAC/Language Coordinator who will work collaboratively with all UNC-CH area studies centers (d) provide our language faculty funds for professional development opportunities including: an ACTFL workshop on OPI Assessments, NALRC trainings, and SEALLF/ALTA meetings (e) support annual SEALLF meetings with participation from NC MSIs (f) support WARA in preserving African language materials through the African Language Materials Archive (g) enhance access by traditionally underrepresented students to African Language learning and FLAS application processes by supporting the Opening Access Coordinator | Y1-4 Y2.3 Y1,4 Y1-4 Y1 Y1-4 Y1-4 Y1-4 Y1-4 | AP FLAS CPP2, IP GPRA 3 NRC CPP2 FLAS CPP1 |
| ii. | Non-Language Instruction PMF 4 | (a) hire a tenure-track Assistant Professor of History , with a preference for East Africa or Southern Africa focus, to complement instruction in other units on Sustainability in East Africa and Southern Africa; (b) create 3 new interdisciplinary graduate-level/advanced undergraduate courses , and one First Year Seminar, in some aspect of Food Security and/or “ Sustainability in Africa ” that will enhance our new certificate program, “UNC-CH Undergraduate Distinction in Global Engagement” and the new Master’s Degree in Global Studies (c) revise 4 existing undergraduate or graduate courses offered in the School of Education for pre-service teachers to include Africa and global content or dimensions, in collaboration with other UNC-CH NRCs (d) develop Sustainability component for Study Abroad program in West or East Africa | Y2-4 Y1-4 Y1-4 | AP GPRA 4 NRC CPP2 |
| iii. | Library Development PMF 4, 5 | (a) expand UNC-CH’s print and non-print holdings in Wolof , Swahili , and other African languages, to support language instruction and to expand a unique collection (b) expand library collections on Africa to enhance new | Y1-4 | |

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| | | | | |
|-----|--|---|--|---|
| | | courses and research projects on Sustainability in Africa ; (c) contribute to CAMP (d) allow our Librarian to travel to meet with WSSU librarians for sharing of professional resources and collection strategies | Y1-4 Y1-4 Y1-4 | NRC CPP1 |
| iv. | Strengthening Ties with Partners in Africa PMF 4 | (a) bring 3 African scholars to campus for 2-week-long residencies to enhance curriculum development, with a focus on Food Security and other issues of Sustainability , selected in collaboration with WSSU (b) allow ASC professional staff and faculty to travel to Africa for professional enrichment and collaborations with partner institutions, particularly to strengthen our linkages for faculty working in areas of Sustainability | Y1-3 Y1-3 | NRC CPP1 NRC IP AP |
| v. | Outreach K-12 PMF 6 Post-Secondary PMF 2, 4 General public, business, media | (a) ongoing yearly World View programs on Africa for K-12 teacher training (4/year, reaching 850 teachers/year), including a major teacher seminar and study abroad trip to Senegal in Y2 (b) creation of a cutting-edge training and digital textbook to prepare teachers to use two resource boxes on sustainability issues in West and East Africa. (c) purchases and shipping of CABA books, audio-visual, and other teaching resources for our free lending library (d) collaborative ASOC projects for NCSS, ASA Teacher Workshop, and CABA award (e) World View NC Global Distinction project with community colleges, creating new CC certificate (f) for hosting SERSAS/SEAN meetings (Y1 & 3)and SEALLF (Y2), with participation from CC and MSI faculty, in rotation/collaboration with UF (g) to allow the Outreach Director and WV staff to travel to Uganda to prepare for a future group study for CC faculty on Sustainability in East Africa (h) 6-part seminar on “Africa for Health Professionals” to provide area studies knowledge to Health NGOs and Health faculty who work in Africa (i) a “Sahel Series” annual presentation to U.S. military and TISS National Security Program Fellows on security and sustainability issues (j) UNC-CH’s Program in the Humanities Seminars on “Food Security in Africa” (Y1) and “Energy and Sustainability in Africa” (Y2). | Y1-4 Y1-4 Y1-4 Y1-4 Y1-4 Y1-4 Y1 Y1 Y1-4 Y1&2 | NRC CPP2 GPRA 4 NRC CPP1 NRC CPP1 |
| vi | Scholarly Enhancement PMF 4 | (a) partially support an established UNC-CH faculty seminar in “African Ecology and Social Processes,” which is open to scholars throughout the region, with regular participation from regional colleges and MSIs (b) provide UNC-CH faculty with funds to attend academic conferences (c) support UNC-CH faculty in the development of new research projects in food security and other aspects of Sustainability in Africa (d) support a deep collaboration with WSSU to expand that institution’s capacity to teach African studies and languages that includes support for: travel between UNC-CH and WSSU, a faculty working group on “ Sustainability in Africa,” a Faculty Research Fellow Program, course development in Arts and Sciences and School of Business and | Y1-4 Y1-4 Y1-4 | AP |

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| | | | | |
|--------------|---|---|----------------------------------|--|
| | PMF 3 | Economics (collaboration with our CIBER), language and non-language faculty travel to conferences, and WSSU staff to attend annual Study Abroad conferences with UNC-CH staff (e) support for the integration of Africa and global content into pre-service teacher training by collaboratively designing and providing professional development for School of Education faculty on our campus and across our state | Y1-4 Y1-4 | NRC CPP1 NRC CPP2 |
| vii. | Program Enrichment PMF 1 | (a) ASC administration, limited to partial salary for an outreach coordinator, a program associate, and a part-time graduate student assistant (b) an Opening Access Coordinator who will serve all 7 UNC-CH area studies centers in a range of activities that will make ASC and all other area studies activities and funding more accessible to underrepresented students (c) partial coverage of supply and communication cost (d) administrative and outreach travel (e) professional development of ASC and Study Abroad staff with regard to Opening Access ; WSSU collaboration | Y1-4 Y1-4 Y1-4 Y1-4 | AP |
| viii. | Program Evaluation | (a) an external evaluator to provide oversight, professional development of our staff, and technical support for our Center-specific evaluations of our Language Program, our Non-Language Program, and our Outreach Program; and for a UNC-CH NRC collaborative evaluation of our Opening Access Initiative , the NC Global Distinction collaboration with CCs (GPRA 4), and the collaboration with our School of Education (b) an evaluation project to assess the ASOC Teacher Workshop, including the participation of K-12 teachers from under-resourced schools. | Y1-4 Y1&3 | |

8B. Effective Use of Resources; Development Plan and Timeline: At the end of this grant cycle, we will have greatly enhanced UNC-CH's undergraduate, graduate, and professional training programs through effective use of resources and a careful development plan. We will use our two thematic initiatives to build on our previous successes and provide focus for greater access for underrepresented students and greater collaboration among our several NRCs and with our partner MSI, CCs, and School of Education. Together, with our budget and narrative (Cr. 8A), the attached PMFs in Appx. 2 describe a feasible and focused program that will enhance all areas of African studies at UNC-CH.

8C. Cost Effectiveness: Cost-effective and realistic, the proposed budget contains focused project activities consistent with the ASC's program goals. Many of the proposed activities will

be organized in collaboration with other UNC-CH NRCs, campus units, and/or national and regional organizations. Our two thematic initiatives are rooted in UNC-CH institutional strengths and commitments. The majority of the cost of the additional faculty in History will be borne by UNC-CH and then entirely institutionalized after Y4, and our institution will provide support for the largest portion of ASC administrative duties such as FLAS, and most of the cost of the Opening Access Initiative. Our outreach program will work with several campus units (World View, Program in the Humanities, and other NRCs) and is deeply involved in national collaborative efforts through the ASOC, increasing cost-effectiveness and impact. We will collaborate with other Africa NRCs in our support of ALMA and CAMP, and the ongoing partnership with UF, begun in the last NRC cycle, will allow both NRCs to better serve smaller colleges and universities, including MSIs and CCs, throughout the South East. The LAC courses and program oversight costs are shared with other UNC-CH units. UNC-CH collaborative efforts with community colleges, WSSU, and our School of Education allow us to amplify our impact on those institutions to create programs of lasting impact. Finally, our multi-leveled, intensive, collaborative evaluation plan will enable us to examine and implement best practices, demonstrate to ED that we are accomplishing our proposed goals and activities, and generate lessons-learned in a manner that will be of national benefit, across world regions, while reducing costs and maximizing capacity.

8D. Long-term impact on training programs: All proposed ASC activities are designed to accomplish program goals that will be sustained long after the grant cycle is completed. At the end of the four-year funding cycle, the ASC will have consolidated new educational programs, strengthened existing ones, met our goals for language and non-language instruction, and created long-lasting collaborations with other units on our campus and with other institutions in our

region which will have sustainably improved their capacity for teaching and learning about African languages and area studies. Our focused thematic initiative in “**Sustainability in Africa**” will have deepened knowledge and increased institutional capacity for research and training, and supporting the research, teaching, and professional development of faculty at UNC-CH and other institutions in the region. Our “**Opening Access**” initiative, collaborative with all other campus area studies centers, will have substantially improved access to African studies/international education for traditionally underrepresented students at UNC-CH, CCs and our partner MSI, WSSU. Our outreach activities will have enhanced the training of teachers and students and the creation, collection, and distribution of high-quality educational materials. This will benefit the people of NC and the nation, particularly with regard to “Sustainability in Africa.” We will have strengthened our library holdings of materials related to “Sustainability in Africa,” and African languages, including the development of a unique and important collection of print and non-print materials in Wolof. UNC-CH’s PAL will have been strengthened, expanded, and enhanced by the creation of at least 2 new Wolof courses at the advanced level (GPRA 3), and better meeting student demand for classes with additional PAL instructors. ASC’s long-term institutional capacity will have been fundamentally improved as students with demonstrated financial need, and other underrepresented students, gain greater awareness of, and access to, funding opportunities such as FLAS; students in the professional schools will have the opportunity to deepen their language skills by engaging business, environmental, and public health content in our Swahili and Arabic LAC classes, and elementary Chichewa instruction will be taught as a credit bearing class for the first time after being offered as a workshop for 8 years. Our capacity to train students and pre-service teachers in African studies will be enhanced and expanded through the creation of 8 new courses, a new Master’s degree, and a new

undergraduate certification program (GPRA 4) that will encourage undergraduate, graduate and professional school students to develop Africa expertise.

CRITERION 9: IMPACT AND EVALUATION

9A. Impact: The impact of the ASC on the university, community, region, and the nation, in the last 4 years, has been significant as indicated in Tables 9.1 and 9.2.

One of our areas of most profound impact has been with our thematic initiative “Sustainability in

| Table 9.1 Impact of ASC Activities 2010-14 | | |
|---|--|--|
| Activity | Goal/Objective | Indices since 2010 |
| Non-Language Instruction: course dev. grants, Sustainability in Africa events | Increased # of courses and enrollments | 33% increase in courses 11% increase in enrollments |
| Language Instruction: new instructors, prof. dev. of PAL faculty, dev. of new courses and materials, incl. Business & environment content | Increased study of PAL. Swahili now regularly taught at advanced level | 6% increase in Arabic enrollments; 92% increase in SSA lang. enrollments 97% of FLAS awards in priority languages |
| Career counseling & placements of ASC students, esp. FLAS fellows | Increased supply of experts in areas of national need | 89% of FLAS alumni employed in areas of national need |
| ASC Outreach Learning Boxes and Lending Library | Enhance K-12 teaching about Africa through resources | 175% increase in usage of materials; 335% increase in materials available 50% of usage is by Title I schools |
| Outreach programs and events, World View, ASOC-NCSS | Regional and national improvement in knowledge of Africa | 1,500 NC teachers and 37,000 NC students/year ASOC-NCSS: 6,000 teachers and 150,000 US students/year 4-year total NC & US=778,000 |

Africa.” For this initiative, the ASC helped create or revise 7 courses, hired 3 new faculty, and hosted 38 lectures, panels, conferences, teacher workshops, and public exhibits facilitated by more than 73 scholars from throughout the US, Europe, and Africa. These events were attended by 3162 faculty, students, educators, and general public. As a result, UNC-CH is increasingly recognized as a center for generating knowledge on sustainability in Africa. Our strength lies in our interdisciplinary approach to environmental issues. ASC events have included an art installation, residency, and talk by a noted Nigerian artist entitled “Water of Life;” a 4-year sustainability symposium series planned collaboratively with our CIBER and 4 NRCs that brought together 1592 academic, business, activist, and public stakeholders and provided activist

and business networking events for students; and a private high-level strategy workshop and public panel discussion for senior finance ministry officials from 6 African nations to discuss strategies for financing water sanitation projects. UNC-CH's campus wide theme for 2015-18 is "Food for the World." Our proposed NRC projects for 2014-18 reflect this theme in such a way that this theme will expand our institutional capacity with regard to food security and sustainability in Africa in measurable and quantifiable ways.

| Table 9.2 Impact of ASC Activities on Individuals | |
|--|--|
| Former FLAS Fellows: | Former African Studies Students: |
| <p>"I am grateful for the opportunities I had while I was a student at UNC. From my FLAS award, to doing research in Senegal, great professors and colleagues, supporting and dedicated staff... I learned a lot academically and personally. These experiences have helped me in my job search after graduating, and I am still using them in my daily work as a Trade Operations Specialist in a Global Commodities Trading company."</p> <p>"My several study abroad experiences, most notably my Burch Field Research Summer, were invaluable in securing a job in foreign affairs. These experiences, as well as my Africa-focused classes at UNC and my FLAS, were discussed extensively throughout my hiring process, and ultimately greatly contributed to me receiving an offer of employment."</p> | <p>"I work as an attorney in a law firm practicing international arbitration and international trade law. My experiences at UNC helped me demonstrate my interest in global issues to potential employers."</p> <p>"My practicum in Zambia gave me international research experience needed for my current job as an M&E program officer."</p> <p>"My time studying and interacting with the outstanding faculty of the AAAD department has played a foundational role in orienting my intellectual and professional development, particularly undergraduate international research opportunities. Nearly a decade after having left UNC, the benefits of my affiliation with UNC's African Studies program continue to accrue."</p> |
| North Carolina Elem. School Teacher re Boxes: | Washington DC Teacher re ASOC Workshops: |
| <p>"Wow! I am so impressed with your outreach for teachers. Being new at this content area AND feeling the impact of our budget situation, I would LOVE to borrow some novel sets. I integrate as much as possible with Language Arts. We are currently studying Egypt and would wildly benefit from the novel set focused on this country. Thank you so very much for being accessible to the public schools. This is amazing. Many, many appreciative students will benefit."</p> | <p>"The workshops have been invaluable experiences for me as a middle school religion teacher. I have appreciated learning from scholars in the field of African Studies and have used resources gleaned from the workshops in my curriculum, especially on topics concerning social justice, human rights, and sustainability. In addition, I have shared what I have learned with my fellow faculty members as we seek to enhance global citizenship and foster empathy across our disciplines."</p> |

How past evaluations have been used to improve programs: The ASC uses ongoing, rigorous, quantitative and qualitative evaluation to improve all programs and activities. External and internal evaluations of our PAL in 2008 and 2012 have compelled our faculty to maintain the

number of languages taught in order to focus on expanding enrollments and improving instruction and student proficiency. UNC-CH invested substantial resources in 2011-12 to evaluate and improve Africa-related area studies and language courses and curriculum design. A 2010 evaluation of faculty course and research grants enabled the ASC to understand more clearly how to create more effective linkages and study abroad programs in Africa.

In our 2010-14 evaluation plan, we developed the capacity to collect data on our participants in order to understand who is using our resources and to insure that we are reaching those with greatest need. For example, ASC outreach materials now travel across our state on a non-stop basis; 50% of the students and teachers who use these materials are from Title I schools, our nation's poorest. Of the 218 community college participants in World View projects, 71 were from a Tier 1 Economic Zone, which represents NC's 40 most economically distressed counties. During this period, UNC-CH's NRCs began collaborating on the early stages of the **Opening Access** project, establishing baselines for student participation, engaging in professional development to understand which features of our programs have made them less accessible to diverse students, gathering 22 campus units to understand accessibility issues, presenting our work at professional education conferences, and creating daily practices that seek to change the culture of our institution so that all students and learners find themselves engaged in, and benefitting from, our area studies programs and activities.

9B. Equal Access Provisions for Students and Participants: A thematic initiative in this proposal is Opening Access to Global Opportunities for students from underrepresented groups. UNC-CH has a long tradition of working toward creating a diverse and inclusive campus (see Cr. 6C.). Central to this tradition is UNC-CH's Office of Diversity and Multicultural Affairs which

works to ensure equal access and treatment for all students through the implementation of a university-wide diversity plan. This office partners with student organizations including, but not limited to, the Carolina Indian Circle, the Black Student Movement, the Carolina Hispanic Association, and Student Government to offer recruitment programs for prospective students from underrepresented groups. A sample of these programs is provided in Table 9.3. Notable among these are Project Uplift, a recruitment program which brings 1,000 minority high school students to campus each year to learn about the college experience, and Pre-O, an orientation program for students from underrepresented groups that provides counseling and academic support to prepare them for successful entry into their first year of college. To further enhance the presence of historically underrepresented students, UNC-CH has led the nation with its Carolina Covenant program (See Cr. 1) which guarantees a debt-free college education to eligible low-income students. Since its inception in 2004 this program has supported more than 4000 students, and the four-year graduation rate for all low-income students has increased by

| Table 9.3 Sample of UNC-CH Diversity Recruitment Programs | |
|--|---------------------------------|
| Program | Recruitment Target Group |
| American Indian Visitation Day | American Indian students |
| North Carolina Renaissance | Students from rural communities |
| Project Uplift | All underserved populations |
| High School Honors Day | All underserved populations |
| Día de Bienvenida | Latina/o students |
| Pre-O Orientation | All underserved populations |

17.5%. In addition to the Carolina Covenant more than 1000 other scholarship funds ensure that UNC-CH is not out of reach for financially disadvantaged students.

A new program, Carolina Firsts, recruits and supports students who are the first in their family to attend college. UNC-CH's commitment to diversity and inclusion is apparent in all ASC activities. Our building is handicapped-accessible, and our public events are accessible to disabled and elderly individuals. As indicated in Cr. 6C, the composition and leadership of our ASC staff, Advisory Board, and faculty helps to provide a welcoming and open environment

which values both diversity of participants and of ideas and perspectives.

9C. Evaluation Plan: The following comprehensive evaluation plan includes a collaborative evaluation project engaged by all 7 UNC-CH area studies centers. This is followed by an evaluation plan that is specific to the ASC. Dr. Rita O’Sullivan, Director of Evaluation, Assessment, & Policy Connections (EvAP) within the UNC-CH’s School of Education will serve as external evaluator throughout the four-year grant cycle for both pan-center and ASC evaluations. O’Sullivan and 1 EvAP staff member will oversee a comprehensive, outcome-measure-oriented data collection plan, provide technical support and expertise, develop and

| Table 9.4 UNC-CH NRC Evaluation Advisory Committee | |
|--|--|
| Barbara Anderson | *Associate Director, African Studies Center |
| Alex Holmgren | Outreach Director, Center for European Studies |
| Beth-Ann Kutchma | *Senior Program Officer, Center for Global Initiatives |
| Thupten Norbu | *Associate Director, Carolina Asia Center |
| Rita O’Sullivan | *Director of EvAP, UNC-CH Sch. of Ed. |
| Beatriz Riefkohl | Associate Director, Institute for the Study of the Americas |
| Zumrat Salmorbekova | *Associate Director, Center for Slavic, Eurasian and East European Studies |
| Shai Tamari | Associate Director, Center for the Study of the Middle East and Muslim Civilizations |
| *Indicates participation in formal evaluation training | |

conduct surveys and focus groups, and assist with data analysis as appropriate. There is sufficient institutional distance between EvAP and the NRC projects that there will be no conflict of interest. EvAP is well-suited for this project as it specializes in collaborative, multi-foci evaluations, and has previously worked with the Center for Global Initiatives on a multi-year grant from the U.S. Department of Education developing an evaluation toolkit for international presenter programs. Since 1999 EvAP has garnered more than \$5M in evaluation contracts, working with clients including AmeriCorps, the Burroughs Wellcome Fund, the National Science

Foundation, and the UNC Baccalaureate in Education for Science Teaching.

All 7 UNC-CH area study centers collaborated with O’Sullivan to develop the evaluation

plan, draft measurable objectives, identify progress indicators and benchmarks, and formalize data collection, calculation, and analytical methodologies for 3 jointly-implemented programs (See Table 9.5). Each center has designated a liaison who will serve on the UNC-CH NRC Evaluation Committee and coordinate evaluation efforts within and between centers (Table 9.4). This committee will meet every semester with EvAP staff. Individual centers may consult with EvAP staff more frequently, if needed. The remarkable degree of collaboration amongst our area studies centers has been in place for more than 10 years, making our high-quality evaluation plan comprehensive, data-driven, and particularly cost-effective and efficient.

The following is our **evaluation plan's** timeline, data/indicators, frequency of collection, related performance measures and activities, and dissemination: **Data collection** will occur annually, **Y1-4**, for the three areas of joint evaluation collaboration and Center-specific PMFs; **Fall Y1**, EvAP **training of NRC staff** in data collection and the creation of documentation plans; **End of Y2**, EvAP staff will conduct those Stakeholder Surveys that are not part of the annual data collection for each of the three evaluation areas, followed by **analysis** of Project Documents, University Records, and Stakeholder Surveys to produce **midterm reports** which will be reviewed by the Evaluation Advisory Committee. **Fall Y3, modifications and adjustments** will be implemented, guiding collection and analysis in Y3 and Y4. At the **end of Y4**, accomplishments of the **entire grant cycle will be evaluated** and the evaluation committee will issue a **final report**. In addition to IRIS reports that will clearly inform ED that we are meeting our goals, both **midterm and final evaluation reports** will be submitted to the **Department of Education**, and NRC and EvAP staff will share evaluation research results at **national conferences**. The UNC-CH area studies centers and EvAP have long traditions of disseminating best practices at local, national and international conferences such as the Forum on

Education Abroad, the Diversity Abroad Network, NAFSA, International Studies Association, American Educational Research Association, American Evaluation Association, and NRC Evaluation Conferences.

The three collaborative projects have multiple performance measures and activities, identified in the PMF indicated in Table 9.5. Together, Table 9.5 and Appx. 2 include our guiding research questions, project goals, performance measures, and proposed activities. Three major groups of **data/indicators** are anticipated with multiple types of information to be

| Table 9.5 UNC-CH NRC Collaborative Evaluation: Consult Appx. 2 for corresponding PMFs | | | |
|---|--|---|--|
| Project | Evaluation Questions | Timeline | PMF/GPRA GOALS |
| 1) Opening Access and Breaking Barriers Program (includes FLAS CPP1) | In what ways have NRC activities increased the number of underrepresented students who participate in global opportunities? | Collect Data Y1-4 Midterm Report: Y2 Final Report: Y4 Baseline Data collected | PMF 1 |
| 2) World View NC Global Distinction Program (AP, NRC CPP1) | To what extent does the Global Distinction Program lead to increased global content of curriculum at NC Community Colleges through increased faculty and student involvement in courses, issues, activities, and dialogue? | Collect Data Y1-4 Midterm Report: Y2 Final Report: Y4 Baseline Data available | PMF 2 GPRA 4 (CC Global Distinction Program) |
| 3) School of Education Global Initiative (AP, NRC CPP2) | To what extent have the NRC collaborations with the School of Education contributed to the integration of area studies and world languages into pre-service teacher education? | Collect Data Y1-4 Midterm Report: Y2 Final Report: Y4 Baseline data available | PMF 3 GPRA 4 (new MA in International Education) |

gathered under each group. Project Documents will provide the primary foundation for data collection. With guidance from EvAP staff, individual centers will develop specific documentation plans that outline the structure of data compilations each needs to gather, including *participation rates*, *registration data* regarding types and needs of participants, *participant satisfaction surveys*, etc. Evaluation liaisons will condense and streamline data collection efforts for the three collaborative cross-Center programs. University Records from

both UNC-CH and participating NC community colleges also will be used to answer evaluation questions regarding *course offerings, enrollments, study abroad participation, FLAS applications, and alumni*. Working in concert, the evaluation committee will craft collective institutional research and registrar requests thereby increasing efficiency. Stakeholder Surveys that include *questionnaires, focus groups, and interviews* will provide the bulk of both qualitative and quantitative data to be collected to assess the depth and quality of change that is occurring. Each survey to be used will be reviewed and vetted by the evaluation committee to establish acceptable levels of validity and reliability.

In addition to the collaborative evaluation described above, and using this methodology, the ASC will work with EvAP and the evaluation committee to evaluate significant aspects of 1) the Sustainability in Africa Initiative, 2) our Program in African Languages and FLAS fellowships, and 3) elements of the proposed Outreach Program (see Appx. 2 for PMFs).

9D. Contributing to an Improved Supply of Specialists: As shown in Appx. 4, 6384 undergraduates and 459 graduate students enroll in our courses, and 94 undergraduates and 66 graduate students are currently pursuing degrees in African studies. The ASC, in collaboration with all other UNC-CH NRCs, has developed a data collection strategy that allows us to augment our personal relationships with graduates from our program, including FLAS fellows, in order to understand more accurately how we are contributing to an improved supply of specialists. Recipients of FLAS fellowships in African languages during the 2010-14 period report that 46.6% are currently employed in the private sector (nearly half in NGOs), 13% in higher education, 10% with the federal government, 6.7% in state or local government, and 3% in the U.S. military. 16% of our FLAS alumni report using their African language at work “at least once a week,” 60% report using their knowledge of Africa, and 65% of our former FLAS fellows

indicated that they have produced resources (publications, cd-roms, courses, etc.) focused on Africa. Our program graduates since 2010 have a similar employment profile, and 13% and 49% respectively, report that they use African language or area studies knowledge at work.

9E. National Needs: In an era of climate change and deepening inequality, our two thematic initiatives, “Sustainability in Africa” and “Opening Access and Breaking Down Barriers,” clearly address areas of national need. More specifically, the ASC’s region of focus, proposed activities, and 3 of its languages are identified as areas of national need by ED and most other executive branch departments; all ASC activities are free and open to the public, and our outreach projects, integrated as they are with our thematic initiatives, address national needs. In collaboration with other UNC-CH NRCs, our proposed activities will encourage government service and careers in education, business, and non-profit sectors in the following manner: 1) all FLAS fellows will participate in an annual orientation to careers in government service; 2) our study abroad and other staff will engage in professional development to establish better access to international opportunities for underrepresented students to develop expertise in African languages and studies; and 3) our collaborations with other educational units and institutions will expand area studies and world languages knowledge for pre-service teachers and CC and MSI faculty and students. These activities will augment already-established, institutionally supported annual career information programs for Peace Corps and for International Careers and UNC-CH social networking sites devoted to promoting government service and non-profit careers.

9F. FLAS fellowships and national needs: As stated in Cr. 10 and 11, ASC will prioritize national needs in awarding fellowships. In addition to making changes to increase national needs placements based on review of required biennial FLAS fellow surveys, and considering FLAS access issues for students with demonstrated financial need, Cr. 9D underlines ASC’s

efficacy in making FLAS placements responsive to national needs.

CRITERION 10: FLAS Awardee Selection Procedures

10A. Advertising, Selection Process and Priorities. While each NRC is responsible for its own selection process, UNC-CH's six NRCs coordinate the FLAS fellowship application process. We hold joint information sessions in the fall and share a common deadline (late January) and application form. We advertise through posts to Facebook and Twitter, joint email announcements to department chairs, graduate studies directors and relevant UNC-CH listservs, and through ads in UNC-CH's award-winning student newspaper. We work with directors of graduate studies and the graduate and professional school admissions offices to ensure that incoming students have the opportunity to apply for FLAS funding for their first year of graduate study. We also include information about summer FLAS competitions in publicity for Wolof study in UNC-CH's Senegal summer program. In the upcoming cycle our recruitment efforts will be enhanced by our Opening Access initiative which will work with UNC-CH programs such as Minority and Diversity Affairs, the Carolina Covenant Scholars program, the Carolina Firsts Office, and the School of Education to assure that underrepresented students are aware of FLAS opportunities. Our Opening Access Coordinator and our FLAS Coordinator will assist all students with the application process. All ASC languages are LCTLs. During this grant cycle, we will prioritize students studying Arabic, Swahili, and Wolof (FLAS CPP2); applications for Arabic are only considered for students studying North or Sub-Saharan Africa. ASC will continue to work with our professional schools to encourage FLAS fellowship applications for advanced level language study by their students.

10B. Student Application Procedures, Selection and Criteria. Table 10.1 provides a detailed timeline for application, selection, and reporting activities. Applications include biographical information, CV, official transcripts, statement of research and career goals, a language assessment form, and two academic letters of recommendation. Beginning in Year 2 of the new grant cycle, applicants will also be required to complete a Free Application for Federal Student

| Table 10.1 FLAS Admin. Process for Academic Year (AY) & Summer | |
|--|-----------------------|
| Steps in Process in a Typical Year | Timeframe |
| Informational meetings about fellowships | Sept-Dec |
| AY and Summer FLAS competition announcements/advertisement | Nov-Dec |
| AY and Summer FLAS application (including completion of FAFSA form) deadline; assistance provided to <u>all</u> students, including traditionally underrepresented students and those with demonstrated financial need | Dec-Jan |
| Financial Aid offices assist centers with interpreting FAFSA results | Jan-Feb |
| AY Summer FLAS selection committee(s) makes decisions | Mar-Apr |
| Summer FLAS notifications | Mar-Apr |
| Seek approval from IFLE on Summer FLAS awards/travel | Mar-Apr |
| AY FLAS notifications (Upon IFLE funding notification or contingent on IFLE notification) | Mar-Apr |
| Submit interim Summer FLAS report and final AY FLAS report with Student Performance Reports to IFLE via IRIS | June 1 |
| Seek approval from IFLE on AY FLAS awards/travel | Jun-Aug |
| Submit final Summer FLAS report with Student Perform. Reports and interim AY FLAS report to IFLE via IRIS | Sept 1 |
| Complete biennial survey of FLAS alumni | Every 2 yrs for 8 yrs |

Aid (FAFSA) form in order to determine financial need.

ASC collects application

materials, due in late January, via an online application

shared by all UNC-CH NRCs.

Our Financial Aid office will

assist us with analysis of the

student FAFSA forms. In

February, digital applications

are sent to review committee

members who rank

applications based on academic merit, commitment, level of language proficiency, and alignment with designated FLAS priorities. The ASC FLAS selection committee is comprised of five members recruited from a broad base across our campus, including faculty from AAAD, our PAL coordinator, and at least one professional school. Every effort is made to award FLAS fellowships to students from a variety of disciplines and professional schools. After this part of the selection process is complete, applicants may be awarded additional points based on

demonstrated financial need, so as to assure that financial need is considered in the final ranking of applicants, but not to the extent that it disregards academic merit, national need, and Title VI priorities (FLAS CPP1). This final determination will be made by the FLAS selection committee which will rank all applicants in order of selection. Selection notifications are made in March, when fellows are informed that they will be required to report information biennially for 8 years.

CRITERION 11: COMPETITIVE PRIORITIES: As detailed in Cr. 8A, ASC proposes a deep collaboration with one MSI (WSSU), a system-wide collaboration with NC community colleges (both NRC CPP1), and a deep collaboration with UNC-CH's School of Education that will be disseminated to all UNC Schools of Education (NRC CPP2). As detailed in Cr. 10, the ASC will include financial need as one consideration in selecting the most meritorious students for FLAS fellowships (FLAS CPP1). The ASC proposes to make 75% of our academic year FLAS fellowships from the ED's list of priority LCTLs; we will give priority to students applying to study Arabic, Swahili, and Wolof (FLAS CPP2).

APPENDIX 1

BUDGET

| Description | | 2014-2015 NRC | 2015-2016 NRC | 2016-2017 NRC | 2017-2018 NRC | Priority | Cr. 8A Ref. | TOTAL |
|------------------------------------|---|------------------|------------------|------------------|------------------|------------------|-------------|----------------|
| A. PERSONNEL | | | | | | | | |
| 1. Administrative | | | | | | | | |
| | Outreach Coordinator (.5FTE - 50% T6) | 17,304 | 17,823 | 18,358 | 18,909 | AP | vii.a | 72,393 |
| | Program Associate (1FTE - 50% T6) | 14,697 | 15,138 | 15,592 | 16,059 | | vii.a | 61,486 |
| | Data Collection Graduate Student (\$15 per hour x 5 hours a week for 40 weeks) | 3,000 | 3,000 | 3,000 | 3,000 | | vii.a | 12,000 |
| | Opening Access Coordinator, shared w/other UNC NCRs | 1,000 | 1,000 | 1,000 | 1,000 | | vii.b | 4,000 |
| | Subtotal Administrative Salaries | 36,001 | 36,961 | 37,950 | 38,968 | | | 149,879 |
| 2. Language Instruction | | | | | | | | |
| | Wolof instructor (100% NRC for 2014-2018) | 43,200 | 44,496 | 45,831 | 47,206 | FLAS CPP2, IP | i.a | 180,733 |
| | Advanced Wolof course development, Y1 & 2; Language materials development for intermediate and advanced language (1-2/year) | 3,000 | 2,000 | 2,000 | 2,000 | GPRA 3 | i.b | 9,000 |
| | LAC Instruction: Swahili teacher stipends | 5,150 | 5,305 | 5,464 | 5,628 | | i.c | 21,546 |
| | LAC Instruction: Arabic teacher stipends | 1,030 | 1,061 | 1,093 | 1,126 | | i.c | 4,309 |
| | Chichewa Instruction | 7,700 | 7,931 | 8,169 | 8,414 | IP | i.a | 32,214 |
| | LAC/Language Coordinator | 2,000 | 2,000 | 2,000 | 2,000 | | i.c | 8,000 |
| | Subtotal Language Salaries: | 62,080 | 62,792 | 64,556 | 66,373 | | | 255,801 |
| 3. Area Studies Instruction | | | | | | | | |
| | Assistant Professor of East or Southern African History (\$72K; 25% T6, UNC assumes 100% at end of grant cycle) | 0 | 18,000 | 18,540 | 19,096 | | ii.a | 55,636 |
| | Curriculum Development Grant. Priority for Interdisciplinary Sustainability courses, 1/year to enhance UNC UG certification program: Distinction in Global Engagement and MA in Global Studies. | 3,000 | 3,000 | 3,000 | 3,000 | GPRA 4 | ii.b | 12,000 |
| | School of Education curriculum development grants, in collaboration with other UNC NRCs | 1,000 | 1,000 | 1,000 | 1,000 | AP, NRC CPP2 | ii.c | 4,000 |
| | Subtotal Area Studies Instruction | 4,000 | 22,000 | 22,540 | 23,096 | | | 71,636 |
| | SUBTOTAL PERSONNEL | 102,081 | 121,753 | 125,046 | 128,437 | | | 477,317 |

| Description | 2014-2015 NRC | 2015-2016 NRC | 2016-2017 NRC | 2017-2018 NRC | Priority | Cr. 8A Ref. | TOTAL |
|---|------------------|------------------|------------------|------------------|------------------|-------------|----------------|
| B. FRINGE BENEFITS | | | | | | | |
| Outreach Coordinator (@22.40%+health insurance prorated -3% annual increase over \$5,285 in 2013-14) | 5,237 | 5,353 | 5,473 | 5,596 | AP | vii.a | 21,660 |
| Administrative Assistant (@22.40%+health insurance prorated -3% annual increase over \$5,285 in 2013-14) | 6,014 | 6,113 | 6,214 | 6,319 | | vii.a | 24,660 |
| Web and Data Collection Graduate Student Assistant @ 9% | 270 | 270 | 270 | 270 | | vii.a | 1,080 |
| Open Access Coordinator - Shared with other UNC National Resource Centers. (@22.40%+ health insurance prorated - 3% annual increase over \$5,285 in 2013-14) | 904 | 904 | 904 | 904 | | vii.b | 3,618 |
| Wolof Instructor Instructor (@22.40%+ health insurance prorated - 3% annual increase over \$5,285 in 2013-14) | 15,120 | 15,411 | 15,710 | 16,018 | FLAS CPP2, IP | i.a | 62,258 |
| Intermediate and Advanced language/linguistics Course Development Grants (taken as Summer Salary) (@22.40%+ health insurance prorated - 3% annual increase over \$5,285 in 2013-14) | 1,126 | 902 | 902 | 902 | | i.b | 3,831 |
| Languages Across the Curriculum Swahili (LAC) (@ 22.40% + health insurance prorated - 3% annual increase over \$5,285 in 2013-14) | 1,371 | 1,406 | 1,442 | 1,478 | | i.c | 5,697 |
| Languages Across the Curriculum Arabic (LAC) (@ 22.40% + health insurance, prorated - 3% annual increase over \$5,285 in 2013-14) | 448 | 455 | 463 | 470 | | i.c | 1,836 |
| Chichewa Instruction (@22.40%+health insurance prorated -3% annual increase over \$5,285 in 2013-14) | 1,943 | 1,994 | 2,048 | 2,102 | IP | i.a | 8,087 |
| LAC/Language Coordinator, 22.40% + health insurance prorated - 3% annual increase over \$5,285 in 2013-14) | 666 | 666 | 666 | 666 | | i.c | 2,663 |
| History position, 22.40% + health insurance prorated - 3% annual increase over \$5,285 in 13-14, prorated) | 0 | 4,250 | 4,371 | 4,495 | | ii.a | 13,116 |
| SUBTOTAL FRINGES | 33,099 | 37,724 | 38,461 | 39,221 | | | 148,505 |

| Description | 2014-2015 NRC | 2015-2016 NRC | 2016-2017 NRC | 2017-2018 NRC | Priority | Cr. 8A Ref. | TOTAL |
|---|------------------|------------------|------------------|------------------|----------|-------------|----------------|
| C. TRAVEL | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Administrative/ Conference travel: | | | | | | | |
| Director, Assoc. Director to ASA, AASP, T6 | 3,000 | 2,000 | 2,000 | 3,000 | | vii.d | 10,000 |
| Language faculty development/training. Allows faculty to attend ASA, ALTA, NALRC training. (3-4 awards @ \$800) | 3,000 | 3,000 | 3,000 | 3,000 | | i.d | 12,000 |
| ACTFL Language Training for all PAL faculty | 4,000 | 0 | 0 | 0 | | i.d | 4,000 |
| | | | | | | | |
| Foreign travel research grants for faculty members. For faculty to conduct new research projects in Sustainability (Estimated 2 awards per year @ \$3000) | 6,000 | 6,000 | 6,000 | 6,000 | | vi.c | 24,000 |
| Domestic travel for faculty to attend conferences (Estimated 4 awards per year @ \$500) | 2,000 | 2,000 | 2,000 | 2,000 | | vi.b | 8,000 |
| | | | | | | | |
| Outreach coordinator travel to state & national conferences and professional associations (mileage, per diems, registration fees, and table display fees; WV group study to Senegal Y3) | 1,000 | 4,000 | 1,000 | 1,000 | | vii.d | 7,000 |
| | | | | | | | |
| World View CC Global Distinction project planning for group study: "Sustainability in East Africa" with Davidson CC, Central Piedmont CC, Forsyth Tech CC. | 5,000 | | | | NRC CPP1 | v.g | |
| Librarian travel to WSSU to consult w. library staff on collection strategies and initiatives Y1-4; 1/yr | 100 | 100 | 100 | 100 | NRC CCP1 | iii.d | |
| Faculty/Staff travel to support linkages with educational institutions in Africa with focus on Sustainability, priority to WSSU collaborations | 6,000 | 6,000 | 6,000 | 6,000 | NRC IP | iv.b | 24,000 |
| Study Abroad program development in Sustainability Initiative; in West or East Africa | 1,000 | 1,000 | 1,000 | 1,000 | | ii.d | 4,000 |
| Study Abroad Staff to attend Diversity Abroad Conference Y1&2; present with WSSU faculty Y3&4 on lessons learned for opening access; enhances Opening Access Initiative | 1,000 | 1,000 | 1,000 | 1,000 | | vii.e | 4,000 |
| | | | | | | | |
| SUBTOTAL TRAVEL | 32,100 | 25,100 | 22,100 | 23,100 | | | 102,400 |

| Description | 2014-2015 NRC | 2015-2016 NRC | 2016-2017 NRC | 2017-2018 NRC | Priority | Cr. 8A Ref. | TOTAL |
|---|------------------|------------------|------------------|------------------|------------------|-------------|---------------|
| Resource Box digital project Learn NC; create online teacher training for existing resource boxes on Senegal and East Africa | 5,000 | 1,000 | 1,000 | 1,000 | NRC CPP2 | v.b | 8,000 |
| ASOC NCSS conference table, annual mtg in locations around U.S.; cost of booth & travel for ASOC presenter | 350 | 350 | 350 | 350 | | v.d | 1,400 |
| ASOC Annual ASA Teacher Workshop, held in conjunction with ASA annual mtg | 350 | 350 | 350 | 350 | | v.d | 1,400 |
| ASOC Children's Africana Book Award, awards chosen by national review board; dissemination at www.africaaccessreview.org & newsletters | 350 | 350 | 350 | 350 | | v.d | 1,400 |
| <i>2. Post-Secondary Outreach</i> | | | | | | | |
| World View CC Global Distinction project, creating new CC certificate. | 3,000 | 3,000 | 3,000 | 3,000 | GPRA 4, NRC CPP1 | v.e | 12,000 |
| SERSAS/SEAN collaboration w/ UF (UNC will host Y1 and Y3; UF Y2 and Y4) | 2,000 | 1,000 | 2,000 | 1,000 | AP, NRC CPP1, 2 | v.f | 6,000 |
| SEALLF meetings collaboration w/UF | 1,000 | 1,000 | 1,000 | 1,000 | AP, NRC CPP2 | i.e | 4,000 |
| <i>3. Business/professional Outreach</i> | | | | | | | |
| "Sahel Speaker Series" for UNC-TISS National Security Fellows Program and US military from Ft. Bragg | 1,000 | 1,000 | 1,000 | 1,000 | | v.i | |
| Seminar on Africa for Public Health Professionals; participants from Africa-focused organizations in region such as Family Health International and Research Triangle Institute | 3,000 | 0 | 0 | 0 | | v.h | 3,000 |
| <i>4. General Public Outreach</i> | | | | | | | |
| UNC-Humanities Program Weekend Seminars: "Sustainability in Africa" Y1&2 | 1,000 | 1,000 | 0 | 0 | | v.j | 2,000 |
| Subtotal Outreach | 20,050 | 14,050 | 12,050 | 11,050 | | | 57,200 |
| Faculty Research and Teaching Enhancement | | | | | | | |
| Faculty Seminar in African Ecology and Social Process. Scholarly seminar for faculty from throughout the region, meets 6/yr; participants include grad students & regional MSI faculty; UNC institutional support \$1500/yr | 4,000 | 2,000 | 2,000 | 2,000 | AP | vi.a | 10,000 |
| Visiting Scholar in Sustainability, 1/year | 7,000 | 7,000 | 7,000 | | | iv.a | |

| Description | 2014-2015 NRC | 2015-2016 NRC | 2016-2017 NRC | 2017-2018 NRC | Priority | Cr. 8A Ref. | TOTAL |
|---|------------------|------------------|------------------|------------------|----------|-------------|---------------|
| Faculty Research and Teaching Enhancement | | | | | | | |
| WSSU collaboration (\$5000/yr total for all projects); travel funds for collaborations: WSSU or UNC faculty may apply for mileage or lodging reimbursement for events and activities on other campus (77 miles) | 500 | 500 | 500 | 500 | NRC CPP1 | vi.d | 2,000 |
| WSSU-UNC "Sustainability in Africa" Faculty Working Group; allows collaboration with seminar in African Ecology and Social Processes; proposed speakers and/or visiting scholars will spend time on both campuses | 1,000 | 1,000 | 1,000 | 1,000 | NRC CPP1 | vi.d | 4,000 |
| WSSU Faculty Research Fellow Program | 1,000 | 1,000 | 1,000 | 1,000 | NRC CPP1 | vi.d | 4,000 |
| WSSU Faculty Conference Travel for language (\$500/year) and non-language (\$1000) conferences, including AASP meetings to learn about funding and programs | 1,500 | 1,500 | 1,500 | 1,500 | NRC CPP1 | vi.d | 6,000 |
| WSSU School of Business and Economics/UNC CIBER collaboration (Y1-2) | 1,000 | 1,000 | | | NRC CPP1 | vi.d | 2,000 |
| WSSU Arts and Sciences course development grants; faculty will develop new African Studies or Language courses or add Africa content to existing courses 1/year (Y3-4) | | | 1,000 | 1,000 | NRC CPP1 | vi.d | 2,000 |
| School of Education collaboration \$5000/year total, including \$1000/year under Non-language Instruction. Faculty working group 6 events/year; collaborative with other NC Schools of Ed. & 6 other UNC Centers | 3,000 | 3,000 | 3,000 | 3,000 | NRC CPP2 | vi.e | 12,000 |
| School of Education Speaker Series dissemination; LEARN NC will provide teleconferencing and videotaping/digitizing | 1,000 | 1,000 | 1,000 | 1,000 | NRC CPP2 | vi.e | 4,000 |
| Subtotal Research and Extra-Curricular Activities | 20,000 | 18,000 | 18,000 | 11,000 | | | 67,000 |

| Description | 2014-2015 NRC | 2015-2016 NRC | 2016-2017 NRC | 2017-2018 NRC | Priority | Cr. 8A Ref. | TOTAL |
|--|------------------|------------------|------------------|------------------|----------|-------------|------------------|
| Evaluation | | | | | | | |
| Evaluation specialist consultation (in collaboration w/ other UNC NRCs) | 8,000 | 5,000 | 5,000 | 5,000 | | viii.a | 23,000 |
| NRC collaborative evaluation of ASOC teacher workshop; Y1: UNC leads with EvAP technical support to establish data collection procedures, assess stakeholder needs and benefits; collect data Y1-4 | 3,000 | 100 | 250 | 100 | | viii.b | 3,450 |
| Subtotal Evaluation | 11,000 | 5,100 | 5,250 | 5,100 | | | 26,450 |
| SUBTOTAL OTHER | 51,050 | 37,150 | 35,300 | 27,150 | | | 150,650 |
| I. TOTAL DIRECT COSTS | 235,980 | 237,377 | 236,557 | 235,557 | | | 945,472 |
| J. INDIRECT COSTS (8%) | 18,878 | 18,990 | 18,925 | 18,845 | | | 75,638 |
| K. TOTAL COSTS | 254,859 | 256,367 | 255,482 | 254,402 | | | 1,021,110 |
| TOTAL INVITATIONAL PRIORITIES | 134,604 | 124,108 | 127,688 | 129,345 | | | 515,745 |
| L. Training Stipends | | | | | | | |
| Academic Year | | | | | | | |
| Graduate Student Fellowships | | | | | | | |
| Tuition/Health Insurance | 108,000 | 108,000 | 108,000 | 108,000 | | | 432,000 |
| Stipend | 90,000 | 90,000 | 90,000 | 90,000 | | | 360,000 |
| Undergraduate Student Fellowships | | | | | | | |
| Tuition/Health Insurance | 10,000 | 10,000 | 10,000 | 10,000 | | | 40,000 |
| Stipend | 10,000 | 10,000 | 10,000 | 10,000 | | | 40,000 |
| FLAS Academic Year Subtotal Summer | 218,000 | 218,000 | 218,000 | 218,000 | | | 872,000 |
| Tuition/Health Insurance | 20,000 | 20,000 | 20,000 | 20,000 | | | 80,000 |
| Stipend | 10,000 | 10,000 | 10,000 | 10,000 | | | 40,000 |
| FLAS Subtotal Summer | 30,000 | 30,000 | 30,000 | 30,000 | | | 120,000 |
| Annual FLAS Fellowship Request | 248,000 | 248,000 | 248,000 | 248,000 | | | 992,000 |
| FLAS Fellowship Request TOTAL | | | | | | | 992,000 |

APPENDIX 2

PMFs

Performance Measure
Forms

| Project Goal 1: The African Studies Center, in collaboration with 6 other UNC Area Studies Centers, will increase the number of historically underrepresented students ¹ who have access to and participate in Africa/global opportunities by addressing institutional, financial and cultural barriers to engagement over the four-year grant period | | | | | | | | |
|--|--|---------------------|--------------|----------------|-------------------------|----|----|-------|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 T4 |
| A. Increase by 10% the number of underrepresented students who <i>apply</i> for UNC NRC global funding opportunities including FLAS Fellowships, Africa/international internship awards, Africa/global service learning and research | 1. Conduct info sessions on global funding opportunities to first year and transfer students at New Student and Parent Orientation sessions 2. Conduct grant writing workshops targeting underrepresented students 3. Develop social media messaging targeting underrepresented groups | | | | | | | |
| B. Increase by 10% the number of underrepresented students <i>participating</i> in education abroad opportunities, including Africa-focused International Internships, International Research and Global Service Learning | 1. Conduct info sessions on global opportunities to first year and transfer students at New Student and Parent Orientation sessions 2. Provide passports to incoming and transfer students from underrepresented groups 3. UNC Study Abroad and ASC staff development re accessibility issues with pertinent organizations, conferences, collaborations with WSSU. | | | | | | | |

¹ UNC NRC's have identified underrepresented groups through institutional data and individual Center data collection activities. Activities to increase access are geared toward students from a wide range of academic disciplines, age, educational or family backgrounds, gender identity, racial or ethnic identity, sexual orientation, or socio-economic status. School of Education students are specifically included in underrepresented students because of both their typical socio-economic background and the rigors of their degree program which make global opportunities, such as study abroad and/or deep area studies and language learning, inaccessible to them.

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| C. Increase by 10% the number of underrepresented students <i>participating</i> in UNC NRC and ASC <u>campus events</u> such as seminars, film series, workshops, and information sessions | 1. Develop strategic marketing materials such as videos, brochures, and one sheets geared toward underrepresented groups 2. Conduct outreach and market events to Diversity and Multicultural Affairs, Stone Center, Carolina First, Covenant Scholars, and other relevant groups that work primarily with underrepresented students | | | | | | | | |
| D. Recruit 25% underrepresented students who <i>receive</i> the UNC Undergraduate Distinction in Global Engagement² (GPRA 4) | 1. Infuse more accessible global opportunities into the Undergraduate Distinction in Global Engagement 2. Provide information sessions to departments that serve underrepresented students 3. Conduct professional development and resource sharing on global opportunities to the Carolina Advising Core and Faculty Council | | | | | | | | |
| E. Increase by 10% the number of underrepresented students who <i>participate</i> in upper level foreign language courses (including African languages) | 1. Develop strategic marketing materials such as videos, brochures, one sheets geared toward underrepresented groups 2. Conduct outreach and market events to Diversity and Multicultural Affairs, the Stone Center, Carolina Firsts, Covenant Scholars, and other relevant groups that work primarily with underrepresented students | | | | | | | | |

² Undergraduate Distinction in Global Engagement: This new certification program will recognize undergraduate students who have acquired the necessary knowledge, skills, and personal initiative to engage responsibly and effectively in a global environment. Students achieving this distinction will receive a special remark on their academic transcript. To earn this distinction, students must complete: 1) at least four semesters of a single foreign language; 2) 15 credit hours of approved global coursework (and earn a C or above); 3) two activities from an approved list (eg study, research or intern abroad, engage in service learning, participate in a student organization, live in a language house); 4) a written project or portfolio.

| Project Goal 2: The African Studies Center, lead by World View and in collaboration with 6 other UNC area studies centers, will internationalize the curriculum and increase faculty and student involvement in global issues, activities and dialogue through the implementation of the NC Global Distinction program in at least 6 community colleges over the grant cycle ¹ | | | | | | | | |
|---|--|---------------------|--------------|----------------|-------------------------|----|----|-------|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 T4 |
| A. Increase by 1 per year the number of community colleges that participate in the NC Global distinction program over the grant cycle | 1. Recruit new colleges for the NC Global Distinction initiative 2. Help community colleges gain approval from college administrations to join the initiative 3. Recruit faculty at the participating colleges to take part in the initiative | | | | | | | |
| B. Increase by at least 6 the number of colleges that institutionalize the NC Global Distinction program by offering Africa content in courses ² | 1. Develop a joint strategic plan of action with defined timeline, roles and responsibilities to internationalize and infuse Africa content into the curriculum at the participating community colleges 2. Provide professional development for faculty at participating colleges | | | | | | | |

¹ Currently 6 CCs in NC have engaged with World View in discussions and planning for this project, and one, Davidson County CC, has fully institutionalized the program and is developing its first student cohort to pursue the certificate.

² Infusion of Africa content into CC courses will also be enhanced by a Fulbright-Hays proposal for a CC faculty group study to East Africa, see PMF 6.

³ NC Global Distinction Program for Community Colleges includes the following:

- ✓ students complete at least 15 credit hours of globally intensive courses,
- ✓ students participate in 8 international activities and dialogue
- ✓ students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience)
- ✓ students give a capstone presentation related to their global learning participation
- ✓ students completing this program have “Graduated with Global Distinction” on their transcript

| Project Goal 3: The African Studies Center, in collaboration with 6 other area studies centers, will expand the integration of African/Area studies and African/World languages into pre-service teacher education in the UNC School of Education (SoE) and in the UNC System by the end of Y4. | | | | | | | | |
|---|---|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| A. Design and conduct at least 4 presentations or workshops each year of the grant cycle in order to strengthen the institutional capacity of UNC SoE for including African and area studies and language education, developing Africa content knowledge and pedagogical foundations among SoE faculty. | 1. SoE faculty collaborate with ASC & other NRCs to design a Speaker Series for the SoE that will include Africa/global content and pedagogy strategies' Y1. Review, evaluate and adjust design at end of Y2. 2. Conduct speaker series, bringing 2-3 experts/semester for presentations at UNC, then available to others in System, Y1-4. | | | | | | | |
| B. Expand the outreach of this collaboration to at least 5 of 15 Schools of Education in UNC System, and nationally, through LEARN NC's technological capacity. | 1. Solicit Speaker Series topics and presenters from other SoEs in UNC System. 2. Make Series available to all System SoEs thru videoconferencing 3. Videotape all presentations and make available at http://www.learnnc.org/ , Y1-4 | | | | | | | |

¹ This series will bring nationally renowned experts in Education and Area Studies to present on topics that are aligned with ED's 2012-16 International Strategy.

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| | 4. Create a digital textbook of series, Y2-4 | | | | | | | | | |
| C. Increase by 1 course per year the number of SoE courses that includes African Studies content. | 1. Provide 2 course development grants/year to SoE faculty to revise courses to include area studies content/ dimension, in consultation with ASC and NRC faculty, Y1-4 2. Grantees present projects to SoE workshop, after piloting of new material, Y2-4 | | | | | | | | | |
| D. Improve access of SoE students to Africa/international opportunities and increase the number of pre-service teachers who engage in opportunities by 10% | 1. Recruit SoE students for all global opportunities in “Opening Access” ² [See PMF1] (Y1-4) 2. Conduct FLAS recruitment in SoE ³ (Y1-4) 3. SoE student group to attend GO! ⁴ (Y1-4) and create annual “Global Competencies Week” in SoE infusing area studies into SoE courses(Y2-4) | | | | | | | | | |

² SoE students are disproportionately “underrepresented students” in international opportunities, often first generation students and economically disadvantaged.

³ Our goal in FLAS recruitment is not for African Language teacher-credentialing *per se*, but to create a cohort of students in SoE who have deep engagement in Africa and area studies/LCTL knowledge. SoE faculty suggest this would create a culture shift in students, even if none ever teaches Wolof in NC.

⁴ GO! is a cutting-edge UNC program that prepares students for cultural and ethical issues they may face in conducting research, service and internship projects abroad. More than 150 students/year participate, and faculty/staff provide training that has become a national model.

| Project Goal 4: The African Studies Center will expand UNC's capacity to teach and produce knowledge about Sustainability in Africa by the end of the grant cycle through UNC activities and collaborative activities with our partner, Winston-Salem State University. ¹ | | | | | | | | |
|--|--|---------------------|--------------|----------------|-------------------------|----|----|-------|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 T4 |
| A. Faculty and course development; Each year in the cycle UNC and/or WSSU faculty will increase by one the number of courses that involve sustainability issues, East or Southern Africa teaching capacity will be expanded at UNC. | 1. Develop 4 new courses, one of which will be geared to first year students and three of which will be available for graduate credit. Y1-4 2. By the end of Y4, three of these courses will have been offered. 3. By the end of Y1, a tenure-track position in East or Southern African History will be filled. 4. In Y2-4 courses in East or Southern Africa History will be developed & taught, complementing the strong sustainability work of UNC faculty in other disciplines in these regions. 5. In Y3&4 WSSU faculty will develop 2 new or existing WSSU courses, with a preference for sustainability issues. 6. Each year, the Africa Librarian will meet with at least 3 faculty or librarians from UNC and WSSU to create and implement collection strategies regarding sustainability materials and Africa collections generally. | | | | | | | |

¹ Evaluation Question: To what extent have ASC activities such as the creation of new courses, linkages, and high-quality events increased the capacity of our institution, and our WSSU partner, to teach and create knowledge about Sustainability in Africa?

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| <p>B. Linkages and research in Africa: By the end of the grant cycle UNC and WSSU will have enhanced scholarship and teaching on sustainability issues by deeper engagement, in NC and abroad, with African scholars and in Study Abroad</p> | <p>1. Y1-3, UNC & WSSU will host a visiting scholar from Africa with expertise in sustainability issues. Visitor will participate in classes and faculty working groups on each campus. 2. Y1-4 at least 2 faculty from UNC and/or WSSU will conduct research and maintain or create new linkages in Africa on issues of sustainability. To the greatest extent possible, these will enhance WV group study trips for K-16 educators (Y1&2; see PMF 6)² 3. By the end of the grant cycle at least one Study Abroad program at each institution will include a sustainability component.</p> | | | | | | |
| <p>C. Events: By the end of the grant cycle UNC and WSSU will have enhanced institutional capacity regarding Sustainability in Africa by engaging in at least 6 events/year, led by nationally or internationally recognized experts, and attended by faculty & diverse students</p> | <p>1. Provide annual events such as lectures, conferences, roundtables, & symposia regarding Sustainability in Africa; 5/year at UNC, at least 1/year at WSSU.³ 2. Collect data on participants to increase by 5% the number of graduate and professional students participating in these events 3. Collect data on participants to increase by 10% the number of underrepresented students (see PMF X for our Opening Access Initiative)</p> | | | | | | |

² UNC's Center for Global Initiatives will provide \$4000/year for linkage travel for WSSU, in order to enhance the impact of our proposal.

³ Note that the distance between UNC-CH and WSSU is about 77 miles. By earmarking funds for WSSU to select some speakers, and providing funds for faculty at both institutions to travel between the two cities, we intend to strengthen the culture of our collaborations.

| Project Goal 5: The Africa Studies Center will expand and improve UNC's capacity to teach African Languages at the intermediate and advanced level, including improved access for underrepresented students. ¹ | | | | | | | | |
|---|--|---------------------|--------------|----------------|-------------------------|----|----|-------|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 T4 |
| A. Expand UNC's capacity to teach African languages at intermediate and advanced level and increasing overall enrollments in African languages by 10% | 1. Hire an additional qualified Wolof Instructor Y1 2. Develop 2 new courses in advanced Wolof Y1&2 3. Develop course materials for intermediate and advanced languages, with emphasis on priority languages Y3&4 4. Provide ACTFL training for PAL faculty in OPI assessments for FLAS 5. Provide funding for PAL & WSSU language faculty conference travel | | | | | | | |
| B. Increase by 10% the engagement with African Languages of underrepresented students as evidenced by enrollments and FLAS applications | 1. Develop and implement, with PAL faculty and Opening Access Coordinator, a recruitment strategy for African languages that is targeted to diverse students ² 2. Conduct FLAS recruitment in School of Education 3. Conduct FLAS recruitment at WSSU in African Languages | | | | | | | |

¹ Evaluation Question: In what ways has the ASC expanded and developed our PAL, increasing our capacity to produce graduates who can meet national needs through high-quality, performance-driven instruction?

² See PMF 1 for a more detailed explanation of how our collaborative UNC Opening Access initiative will increase engagement in African languages by underrepresented students.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| C. Increase by 30% print and audiovisual materials in African languages at UNC Library to supplement instruction, particularly in Wolof. | 1. Africa Librarian reviews and collects materials available through Hogarth Approval Plan Y1-4 2. ASC faculty and/or Africa Librarian travel to Senegal and East Africa to collect materials in collaboration with research and linkages activities. | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

| Project Goal 6: The ASC will improve and support development of knowledge of Africa for K-16 educators in North Carolina and in the U.S. through programming and resources ¹ | | | | | | | | |
|--|--|---------------------|--------------|----------------|-------------------------|----|----|-------|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 T4 |
| A. Increase by 10% the number of high quality resources for K-12 teachers, improve their teaching with resources through enhanced and accessible training, & increase by 5% the number of educators from Title I schools using resources | 1. Expand by 10% the number of high quality books, and other resources available in ASC Outreach Library, using CABA reviews and ASOC network to assure quality 2. Create digital, online training for Senegal and Kenya Boxes with LEARN NC designers and technology expertise and capacity 3. Target Title I schools for Outreach Newsletter publicity for ASC resources, using recommendations from NC DPI and World View | | | | | | | |
| B. Assess the impact and improve the effectiveness of Outreach programs for K-12 teachers through evaluation strategies for at least 3 regional and national programs | 1. Develop a data collection plan and survey instruments for K-12 teachers with EvAP to determine the characteristics, needs, and learning outcomes of participants in: a) World View Symposia; b) WV group study to Senegal; and c) ASOC annual teacher workshop: Y1 2. Conduct annual surveys & share findings with program designers & presenters to achieve a 20% increase in participant satisfaction by Y4 | | | | | | | |

¹ Evaluation Question: To what extent have the Center Outreach activities, including collaborations with ASOC and Community Colleges, contributed to the integration of African studies and languages into K-12 and post-secondary education, ultimately reaching underrepresented students in our region and nation?

| | |
|--|--|
| <p>C. Improve depth of knowledge of Africa and capacity for teaching about Africa for at least 20 K-12 and CC faculty through group study trips that are tied to Sustainability in Africa</p> | <p>1. Develop and submit, with World View and 3 North Carolina community colleges, a proposal to Fulbright Hays for a group study to Uganda & Kenya on Sustainability in East Africa for CC faculty, drawing on UNC faculty expertise there: Y1</p> <p>2. K-16 educators participate in World View group study to Senegal on Urbanization, Islam, and Education: Y2</p> <p>3. Provide resources and training to participants following study trips to increase impact in the classroom: Y3&4</p> |
|--|--|

APPENDIX 3

LETTERS OF SUPPORT

**WSSU, World View,
UNC School of
Education**



227 Hill Hall, 601 S. Martin Luther King Jr. Dr., Winston-Salem, NC 27110
Phone (336) 750-2306 • Fax (336) 750-2189 • sekhonj@wssu.edu

Office of
International Programs

June 12, 2014

Dear Reviewers,

It is my pleasure to write this letter in support of proposed collaborative internationalization projects between UNC-CH and Winston Salem State University (WSSU) as part the application of several Area Studies Centers at the University of North Carolina at Chapel Hill (UNC) for Title VI grants from the U.S. Department of Education. This partnership will allow us to build on a number of successful recent initiatives at my university that have included Brazil, India, China, Malaysia, Kenya/Tanzania, and Ghana/Benin supported by grants including those from FIPSE and from NEH.

As the Chief International Officer at WSSU, I lead the integration of international programs in academic areas, promote faculty scholarship to internationalize the curriculum, and develop and oversee study abroad and exchange programs. Collaboration with UNC-CH will enhance the cross-cultural and global competence of our students, who are predominantly African-American, and will promote the WSSU strategic goal of "expanding opportunities to integrate global issues throughout the curriculum." Internationalizing the curriculum and faculty development to prepare students for effective global citizenship are the primary objectives in the WSSU Strategic Plan for Internationalization 2012-2016.

The proposed Title VI activities include research funds for WSSU faculty, conference travel, shared speaker series, course development grants, possible FLAS fellowships for WSSU students, and funding for linkage travel for our institution. These proposed activities are based on dialogue with WSSU faculty and international staff across our campus, including the International Programs Committee and our School of Business and Economics, as components to enhancing our capacity in area studies and language instruction for Latin America, Africa and Asia. This collaboration is well-designed to result in measurable and long-lasting changes at our institution, and WSSU faculty and staff look forward to cross-sharing of scholarly knowledge, expertise, networks, and linkages with institutions abroad with colleagues at UNC.

These projects are designed to build capacity for future sustained collaboration between our two institutions, and we welcome the development of long-lasting relationships with UNC's African Studies Center, Carolina Asia Center, Center for Global Initiatives, UNC Center for International Business Education and Research (CIBER), and Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University.

Sincerely,

A handwritten signature in black ink that reads "Joti Sekhon".

Joti Sekhon, PhD
Director of International Programs
Professor of Sociology

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An Equal Opportunity Employer



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

**WORLD VIEW:
AN INTERNATIONAL PROGRAM FOR EDUCATORS**

CARR BUILDING
230 E. CAMERON AVENUE
CAMPUS BOX 8011
CHAPEL HILL, NC 27599-8011

T 919.962.9264
F 919.962.6794
worldview@unc.edu
worldview.unc.edu

June 10, 2014

Dear UNC Area and Global Studies Directors:

In my capacity as Associate Director of World View, I am responsible for enhancing the international expertise and engagement of faculty and students in North Carolina's Community College System, and I meet regularly with the presidents and faculty of most of the 58 campuses in the system. Since 2010 World View has worked with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop greater global awareness and area studies content in activities and courses at 32 Community Colleges. In the past four years, UNC course development grants to CC faculty have generated international content in more than 80 CC courses where none existed previously. UNC Area Studies Librarians have worked closely with community college faculty on research visits arranged by World View, and more than 270 CC faculty members have participated in World View events, 71 of whom are from Tier 1 counties, the most economically disadvantaged in our state.

During the Title VI 2014-2017, World View is pleased to work with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop and organize innovative educational programs. The NC Global Distinction initiative, for example, will bring together expertise from UNC World View, NC Community Colleges, and the African Studies Center, Carolina Asia Center, Center for European Studies, Center for Global Initiatives, Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University, Duke-UNC Consortium in Middle East Studies, and the Duke/University of North Carolina Center for Slavic, Eurasian, and East European Studies. This initiative will globalize the community college curriculum and increase faculty and student involvement in global issues, activities and dialogue. Through this initiative we will develop a state and national model of best practices for internationalizing the community college curriculum and university-community college global education collaboration.

We look forward to our collaborations,

Neil Bolick, Associate Director
World View



THE UNIVERSITY
of NORTH CAROLINA
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OFFICE OF THE DEAN

CAMPUS BOX 3500
PEABODY HALL
CHAPEL HILL, NC 27599-3500

T 919.966.7000
F 919.962.2563

June 19, 2014

To: African Studies Center

From: Bill McDiarmid *BMCD*
Dean and Alumni Distinguished Professor of Education

The School of Education feels very fortunate to be included in the project that you are proposing. As you know, the School has made internationalizing our curriculum, research, programs, faculty, and students a priority. The activities you are planning will support our efforts to ensure that the educators we are preparing recognize the critical importance of bringing a global perspective to their work with students.

The proposal to create a workshop series aligned with the Department of Education's 2012-16 International Strategy and designed to expand our faculty's and students' knowledge of area studies and global studies is consistent with our mission and will advance our internationalization goals. In addition, through LEARN NC – our digital outreach platform to educators across the state and beyond – we will be able to disseminate these collaboratively developed workshops broadly.

The proposal to make resources available to School of Education faculty to integrate area studies and other global content into their courses is also an excellent idea. I am certain that a number of our faculty in educator preparation programs will take advantage of such an incentive. The curricula that they develop can, again, be widely disseminated through LEARN NC. In addition, these same faculty can use the materials and lesson plans they develop in their professional development work with practicing teachers.

As you know, several of our graduate students have been involved in creating a set of criteria for globally competent educators. These students and others will be ideal candidates to organize and orchestrate a “Global Competencies Week” in the School to promote and support the infusion of area studies and world language information into all the educator programs that the School offers. They will be able to draw on the curricular work of faculty who use the resources provided through the grant to introduce global content and perspectives into their courses.

Also of great interest to the School are the proposed orientation sessions for our students to learn more about the resources available through FLAS as well as other internationally-focused activities from the NRCs such as the passport drive, study abroad opportunities, and the Peace Corps. Opportunities to learn more about these international activities will open up new possibilities for our students to expand their international experience, understanding and global awareness.

Because our evaluation unit – EvAP – is the external evaluator for the Title VI projects, we also see the value in having EvAP evaluate this work as well. The organizational independence of EvAP from the Centers ensures that there will be no conflict of interest.

We are very excited about the potential of the proposed work to greatly enhance our internationalization efforts. I have felt for some time that we in the School do not take advantage of the expertise and excellent work that characterize our area studies centers. This project would enable us to access this expertise and knowledge to better prepare and support educators who have genuinely global perspectives that will manifest in the work they do with their students.

APPENDIX 4

COURSE LIST

African Studies Center, UNC-CH Language Course List

| Subject | Course # | Credits | Course Title | Instructor | Fall | Spr | Sum | 2012- 2013 UG | 2013- 2014 Grad | 2014- 2015 |
|---------|----------|---------|---|--|------|-----|-----|---------------------|-----------------------|---------------|
| ARAB | 101 | 4 | Elementary Arabic | Badr, Staff | X | | X | 112 | 6 | X |
| ARAB | 102 | 4 | Elementary Arabic | Badr, Staff | | X | X | 85 | 4 | X |
| ARAB | 123 | 3 | Conversational Arabic Abroad | Staff | | X | | | | |
| ARAB | 203 | 4 | Intermediate Arabic | Badr, El Kerdany, Staff | X | | X | 72 | 1 | X |
| ARAB | 204 | 4 | Intermediate Arabic | Badr, El Kerdany, Staff | | X | X | 37 | 2 | X |
| ARAB | 223 | 3 | Conversational Arabic (Egyptian dialect in alternate years) | Staff | | X | | | | |
| ARAB | 305 | 3 | Advanced Arabic | El Kerdany | X | | | 30 | 3 | X |
| ARAB | 306 | 3 | Advanced Arabic | Badr | | X | | 20 | 1 | X |
| ARAB | 407 | 3 | Readings in Arabic 1 | El Kerdany, Staff | X | | | 8 | 4 | X |
| ARAB | 408 | 3 | Readings in Arabic 2 | El Kerdany, Staff | | X | | 5 | 4 | |
| CHWA | 401 | 3 | Elementary Chichewa 1 | Taught 2010-2013 as non-credit workshop. | | | | | | |
| CHWA | 402 | 3 | Elementary Chichewa 2 | | | | | | | |
| CHWA | 403 | 3 | Intermediate Chichewa 3 | | | | | | | |
| GERM | 125 | 3 | Afrikaans 1 | Roberge | | | | | | |
| GERM | 240 | 3 | Afrikaans 2 | Roberge | | | | | | |
| LGLA | 401 | 3 | Elementary Lingala 1 | Fhunsu, Staff | X | | | 3 | 1 | X |
| LGLA | 402 | 3 | Elementary Lingala 2 | Fhunsu, Staff | | X | | 3 | | X |
| LGLA | 403 | 3 | Intermediate Lingala 3 | Fhunsu | X | | | 2 | | X |
| LGLA | 404 | 3 | Intermediate Lingala 4 | Fhunsu | | X | | 2 | | X |

ARAB: Arabic; CHWA: Chichewa; GERM: Germanic Languages; LGLA: Lingala

African Studies Center, UNC-CH Language Course List

| Subject | Course # | Credits | Course Title | Instructor | Fall | Spr | Sum | 2012-2013 | | | | 2013-2014 | | | |
|---------|----------|---------|-------------------------------------|------------|------|-----|-----|-----------|------|------|------|-----------|------|------|------|
| | | | | | | | | UG | Grad | 2013 | 2014 | 2014 | 2015 | 2015 | 2015 |
| SWAH | 401 | 3 | Elementary Kiswahili 1 | Lisanza | X | | | 70 | 4 | | X | X | X | | |
| SWAH | 112 | 3 | Intensive Kiswahili 1-2 | Mutima | | | X | 5 | | | X | X | X | | |
| SWAH | 402 | 3 | Elementary Kiswahili 2 | Lisanza | | X | | 48 | 3 | | X | X | X | | |
| SWAH | 403 | 3 | Intermediate Kiswahili 3 | Mutima | X | | | 31 | 1 | | X | X | X | | |
| SWAH | 234 | 3 | Intensive Kiswahili 3-4 (on demand) | Mutima | | | X | | | | | | | | |
| SWAH | 404 | 3 | Intermediate Kiswahili 4 | Mutima | | X | | 14 | | | X | X | X | | |
| SWAH | 405 | 3 | Advanced Kiswahili 5 | Mutima | X | | | 5 | 3 | | X | X | X | | |
| SWAH | 406 | 3 | Advanced Kiswahili 6 | Mutima | | X | | 2 | 3 | | X | X | X | | |
| WOLO | 401 | 3 | Elementary Wolof 1 | Seck, Fall | X | | | 15 | | | X | X | X | | |
| WOLO | 402 | 3 | Elementary Wolof 2 | Seck, Fall | | X | | 13 | | | X | X | X | | |
| WOLO | 403 | 3 | Intermediate Wolof 3 | Seck, Fall | X | | | 7 | | | X | X | X | | |
| WOLO | 404 | 3 | Intermediate Wolof 4 | Seck, Fall | | X | | 2 | | | X | X | X | | |

SWAH: Swahili; WOLO: Wolof

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings- Comments | Instructor | Fall | Spr | Sum | 2012- 2013 UG | 2012- 2013 Grad | 2013- 2014 | 2014- 2015 |
|---------|------|----|---|--------|--------------------------|---|------|-----|-----|---------------|-----------------|------------|------------|
| AAAD | 052 | 3 | First-Year Seminar: Kings, Presidents, and Generals: Africa's Bumpy Road to Democracy | 100 | | Selassie, Staff | X | | | 23 | | X | X |
| AAAD | 089 | 3 | First Year Seminar (Topics Vary) | 100 | | Staff | X | | | | | X | |
| AAAD | 101 | 3 | Introduction to Africa* | 100 | | B. Anderson, M. Lambert, M. Lee, Nzongola, Pier, Sahle, Seck, Selassie, Staff | X | | X | 646 | | X | X |
| AAAD | 101t | 3 | Introduction to Africa for Educators* | 100 | Online | B. Anderson | | X | | | | | X |
| AAAD | 130 | 3 | Introduction to African American and Diaspora Studies | 25 | 25% Africa | B. Anderson | | X | | | | X | X |
| AAAD | 200 | 3 | Gender and Sexuality in Africa | 100 | WMST 200 | Boyd, Fhunsu, Staff | X | X | | 94 | | X | X |
| AAAD | 201 | 3 | The Literature of Africa | 100 | | Fhunsu, Staff | X | X | | 77 | 1 | X | X |
| AAAD | 210 | 3 | African Belief Systems: Religion and Philosophy in Sub-Saharan Africa | 100 | | Boyd, Staff | | | | | | | X |
| AAAD | 211 | 3 | African Art and Culture | 100 | | Staff | | | | | | | |
| AAAD | 212 | 3 | Africa in the Global System* | 100 | | M. Lee, Nzongola, Sahle, Staff | | X | | | | X | |
| AAAD | 214 | 3 | Ethnography of Africa | 100 | | M. Lambert, Staff | | X | | 14 | | | X |
| AAAD | 286 | 3 | The African Diaspora in the Colonial Americas | 25 | 25% Africa | B. Anderson | X | | | | | X | X |
| AAAD | 290 | 3 | Topics in African, African American, and Diaspora Studies | 100 | | M. Lambert, M. Lee, Megel, Nzongola, Pier, B. Anderson, Seck | X | X | | 20 | | X | X |
| AAAD | 300 | 3 | Cultures of Health and Healing in Africa | 100 | New course | Boyd, Staff | X | | | | | X | X |
| AAAD | 301 | 3 | Contemporary China-Africa Relations | 100 | New course | M. Lee, Staff | | X | | | | X | X |
| AAAD | 307 | 3 | 21st Century Scramble for Africa | 100 | | M. Lee, Staff | X | | | 7 | 1 | X | X |
| AAAD | 315 | 3 | Political Protest and Conflict in Africa | 100 | | M. Lambert, Staff | | X | | | | | |
| AAAD | 316 | 3 | Policy Problems in African Studies | 100 | | Selassie, Staff | | X | | 60 | 1 | | X |
| AAAD | 318 | 3 | Politics of Cultural Production in Africa | 100 | | Pier, Sahle, Staff | X | X | | 72 | | X | X |

* Classroom based and Online/Distance learning sections available for this course
AAAD: African, African American, and Diaspora Studies

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings- Comments | Instructor | Fall | Spr | Sum | 2012-2013 | 2013 | 2014 | 2015 |
|---------|------|-----|---|--------|--------------------------|---------------------------------------|------|-----|-----|-----------|------|------|------|
| AAAD | 320 | 3 | Music of Africa | 100 | New course | Pier, Staff | X | | | | X | | |
| AAAD | 386 | 3 | Comparative Studies in Culture, Gender and Global Forces | 100 | WMST 386 | Staff | | | | | | | |
| AAAD | 387 | 3 | HIV/AIDS in Africa and the Diaspora | 50 | New course | Staff | | | | | | | X |
| AAAD | 396 | 1-6 | Independent Study | 100 | | Nzongola, Staff | X | X | X | | | | |
| AAAD | 400 | 3 | The Challenges of Democratic Governance in Africa | 100 | | Nzongola | X | X | | 6 | 1 | X | X |
| AAAD | 401 | 3 | Ghanaian Society and Culture | 100 | New course | Staff | | | | | | | X |
| AAAD | 402 | 3 | African Media and Film: History and Practice | 100 | New course | Staff | | | | | | | X |
| AAAD | 412 | 3 | Regional Seminar in African Studies | 100 | | M. Lambert, Nzongola, Selassie, Staff | X | X | | 12 | 1 | X | X |
| AAAD | 414 | 3 | Senegalese Society and Culture | 100 | | Seck, Staff | | X | | | | | |
| AAAD | 419 | 3 | African Studies Colloquium | 100 | | Nzongola, Sahle, Selassie, Staff | X | | | 8 | 2 | | |
| AAAD | 421 | 3 | Introduction to the Languages of Africa | 100 | | Fhunsu, Seck, Staff | | X | | 27 | | X | X |
| AAAD | 485 | 3 | Black Atlantic Crosscurrents | 50 | | Selassie, Fhunsu, Sahle, Staff | X | X | | 38 | | | X |
| AAAD | 487 | 3 | Intellectual Currents in African and African Diaspora Studies | 50 | New course | M. Lambert, Staff | | X | | | | X | X |
| AAAD | 498 | 3 | Human Rights, Constitutions, and Public Policy | 50 | | Sahle, Staff | | X | | 15 | | | X |
| AFRI | 520 | 3 | Contemporary Southern Africa | 100 | PWAD 520, HNRS 352 | Staff | | X | | 10 | | | |
| AFRI | 521 | 3 | East African Society and Environment | 100 | | Staff | X | | | | | | |
| AFRI | 523 | 3 | Central Africa: The Politics of Development | 100 | | Nzongola, Staff | X | X | | | | | |
| AFRI | 524 | 3 | North-East Africa | 100 | | Selassie, Staff | X | | | 16 | | | |
| AAAD | 691H | 3 | Honors Research I | 100 | | Sahle, Staff | X | | | 1 | | | X |
| AAAD | 692H | 3 | Honors Research II | 100 | | Sahle, Staff | | X | | 1 | | | X |

* Classroom based and Online/Distance learning sections available for this course
AAAD: African, African American, and Diaspora Studies; AFRI: African Studies

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings- Comments | Instructor | Fall | Spr | Sum | 2012-2013 UG | 2013 Grad | 2014 | 2015 |
|---------|-----|----|---|--------|--------------------------|-------------------|------|-----|-----|--------------|-----------|------|------|
| ANTH | 102 | 3 | Introduction to Cultural Anthropology* | 35 | | V. Lambert, Staff | X | X | X | 161 | 5 | X | X |
| ANTH | 123 | 3 | Habitat and Humanity | 25 | | Staff | X | | | 179 | | X | X |
| ANTH | 142 | 3 | Local Cultures, Global Forces* | 25 | | Staff | X | X | X | 51 | | | X |
| ANTH | 145 | 3 | Introduction to World Prehistory | 25 | | Staff | X | | | 188 | | X | |
| | | | The Nature of Moral Consciousness: A Course in | | | | | | | | | | |
| ANTH | 146 | 3 | General Anthropology | 30 | | Staff | X | | | 351 | | | X |
| ANTH | 147 | 3 | Comparative Healing Systems | 25 | | Staff | X | X | | 236 | | X | X |
| | | | Anthropological Perspectives on Food and | | | | | | | | | | |
| ANTH | 151 | 3 | Culture | 25 | | Staff | | X | X | 134 | 1 | X | X |
| ANTH | 226 | 3 | The Peoples of Africa | 100 | | Daniels, Staff | X | | X | 109 | | X | X |
| ANTH | 238 | 3 | Human Ecology of Africa | 100 | | West, Staff | X | | | | | | X |
| ANTH | 280 | 3 | Anthropology of War and Peace | 25 | PWAD 280 | Redfield, Staff | | X | | 100 | | X | X |
| ANTH | 306 | 3 | Water and Inequality | 35 | | V. Lambert | | X | | 10 | | | X |
| ANTH | 319 | 3 | Global Health | 25 | | Staff | | X | X | 267 | 2 | X | X |
| ANTH | 320 | 3 | Anthropology of Development | 25 | | Staff | | X | | | | X | |
| | | | Art, Myth, and Nature: Cross-Cultural | | | | | | | | | | |
| ANTH | 334 | 3 | Perspectives | 25 | | Staff | | | X | 21 | 1 | | X |
| ANTH | 422 | 3 | Anthropology and Human Rights | 25 | | Redfield, Staff | X | | | 33 | | | X |
| ANTH | 440 | 3 | Gender and Culture* | 25 | WMST 440 | Staff | X | X | X | | | | |
| ANTH | 441 | 3 | The Anthropology of Gender, Health, and Illness | 25 | WMST 441 | Staff | X | | | | | | |
| ANTH | 454 | 3 | The Archaeology of African Diasporas | | | Staff | | X | | | | X | |
| ANTH | 626 | 3 | African Cultural Dynamics | 100 | | Staff | | | | | | | |
| ARAB | 150 | 3 | Introduction to Arab Culture | 100 | | Yaqub, Staff | X | | X | 17 | | X | X |
| ARAB | 308 | 1 | Arabic LAC | 50 | | Hamed | | X | | 5 | 2 | X | X |
| ARAB | 433 | 3 | Medieval Arabic Literature in Translation | | | Staff | | | | | | | |
| ARAB | 434 | 3 | Modern Arabic Literature in Translation | 25 | | Yaqub, Staff | | | | | | | |
| ARAB | 453 | 3 | Film, Nation, and Identity in the Arab World | 60 | | Yaqub, Staff | | | | | | | X |

* Classroom based and Online/Distance learning sections available for this course
 ANTH: Anthropology; ARAB: Arabic

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings- Comments | Instructor | Fall | Spr | Sum | 2012-2013 UG | 2012-2013 Grad | 2013-2014 | 2014-2015 |
|---------|-----|-----|---|--------|--------------------------|--------------------|------|-----|-----|--------------|----------------|-----------|-----------|
| ARTH | 154 | 3 | Introduction to Art and Architecture of Islamic Lands* | 30 | ASIA 154 | G. Anderson, Staff | | X | | 59 | | X | X |
| ARTH | 155 | 3 | African Art Survey | 100 | | Magee, Staff | | X | | 47 | | X | X |
| ARTH | 255 | 3 | African Art and Culture | 100 | | Magee, Staff | X | | | 29 | | | X |
| ARTH | 290 | 3 | Islamic Art in the Age of the Caliphs | 30 | | G. Anderson | X | X | | 24 | 1 | | X |
| ARTH | 353 | 3 | African Masquerade and Ritual | 100 | AAAD 319, ANTH 343 | Magee, Staff | | X | | | | X | |
| ARTH | 450 | 3 | The City as Monument: cities and society in the medieval Islamic lands | 25 | | G. Anderson | X | | | | | | |
| ARTH | 453 | 3 | Africa in the American Imagination | 50 | | Magee, Staff | X | | | | | | |
| ARTH | 458 | 3 | Islamic Palaces, Gardens and Court Culture | | | G. Anderson, Staff | | X | | 7 | 1 | | X |
| ARTH | 488 | 3 | Contemporary African Art | 100 | AAAD 405 | Magee, Staff | X | | | 8 | 2 | | X |
| ARTH | 561 | 3 | Art of Medieval Islamic Spain and North Africa | 50 | ASIA 561 | G. Anderson, Staff | | X | | | | | |
| ARTH | 956 | 3 | Graduate Seminar in Islamic Art: Orientalism and Art | 25 | | G. Anderson, Staff | | X | | | | | |
| ARTH | 957 | 3 | Seminar in African Art: African Modernisms | 100 | | Magee, Staff | | X | | | | | |
| ASIA | 435 | 3 | The Cinemas of the Middle East and North Africa | 50 | | Staff | | X | | 19 | | | X |
| ASIA | 451 | 3 | Orientalist Fantasies and Discourses on the Other | 50 | FREN 451 | Staff | | X | | | | X | |
| BIOL | 062 | 3 | First Year Seminar: Mountains Beyond Mountains: The Biology of Infectious Disease in the Developing World | 30 | | Staff | X | | | 23 | | | X |
| BIOL | 402 | 3 | Infectious Disease in the Developing World | 30 | | Staff | | X | | | | X | |
| BUSI | 206 | Var | Business in Africa | 100 | Study Abroad | Christensen, Staff | | | X | 24 | | X | X |
| BUSI | 513 | 1.5 | Innovation & Entrepreneurship in Developing Economies | 50 | | Christensen | | X | | | | | |

ARTH: Art History; ASIA: Asian Studies; BIOL: Biology; BUSI: Business

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|--|-----|-----|--|--------|-------------------------|----------------------|------|-----|-----|--------------|----------------|-----------|-----------|
| BUSI | 515 | 1.5 | Social Entrepreneurship through Microfinance | 50 | | Christensen | | X | | | | | |
| BUSI | 611 | 1.5 | International Development | | | | | | | | | | |
| COMM | 625 | 3 | Communication and Non-profits in the Global Context | 25 | | Dempsey | | X | | 29 | 1 | | X |
| DRAM | 298 | 3 | African Women in Theater | 100 | | Perkins, Staff | | X | | | | X | |
| DRAM | 475 | 3 | Costume History: Africa, Asia, and Arabia | 30 | | Owen, Staff | | X | | | | X | X |
| ECOL | 567 | 3 | Ecological Analysis and Application | 25 | ENST 567 | West, Persha | X | | | 1 | 4 | X | X |
| ECON | 360 | 3 | Survey of International and Development Economics | 25 | | Conway, Staff | | X | | | | | |
| ECON | 460 | 3 | International Economics | 25 | PWAD 460, | | | | | | | | |
| ECON | 560 | 3 | Advanced International Economics | 30 | EURO 460 | Conway, Staff | X | X | X | 264 | | X | X |
| ECON | 851 | 3 | Health Economics for Developing Countries | 25 | | Conway, Staff | X | X | | 44 | | X | X |
| | | | Environmental Seminar. Cooke's sections: 1) | | | Akin | | | | | | | |
| ENST | 204 | 3 | Community Based Conservation and Environmental Film Seminar. | 30 | | Cooke | X | | | 30 | | X | X |
| ENST | 225 | 3-4 | Water Resource Management and Human Rights | 25 | | Gangi, Cooke | X | | | 30 | | X | X |
| ENST | 266 | 3 | Contemporary Africa: Issues in Health, Population, and the Environment | 100 | | Cooke | X | | | 25 | | X | X |
| ENST | 370 | 3 | Agriculture and the Environment | 25 | | Cooke | | X | | 27 | | X | X |
| | | | Special Topics in Envir. Science and Studies. Cooke's current section-Community Based Natural Resource Management. Cooke's previous section-The Conservation and Ecology of African Savannas. Jagger section crosslisted with PLCY | | | | | | | | | | |
| ENST | 490 | 3 | 475 Political Economy of Food. Gangi section. | 100 | | Cooke, Jagger, Gangi | | X | | 16 | | X | X |
| BUSI: Business; COMM: Communications; DRAM: Drama; ECOL: Ecology; ECON: Economics; ENST: Environmental Studies | | | | | | | | | | | | | |

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings-Comments | Instructor | Fall | Spr | Sum | 2012-2013 | 2013 Grad | 2012-2013 | 2013-2014 | 2014-2015 |
|---------|-----|-----|--|--------|-------------------------|---------------------------|------|-----|-----|-----------|-----------|-----------|-----------|-----------|
| ENVR | 471 | 3 | Global Water Sanitation and Hygiene | 25 | | Bartram | | | | | | | | |
| EPID | 690 | 1-6 | HIV in Developing Countries | 30 | | Weir | | X | | | | | | |
| EPID | 756 | 3 | Control of Infectious Diseases in Developing Countries | 75 | | Meshnick, Pettifor, Staff | | X | | | | | | |
| EPID | 757 | 3 | Epidemiology of HIV/AIDS in Developing | 75 | | Behets, Weir | X | | | | 17 | | | X |
| EPID | 898 | 2 | Global Health Ethics Seminar | 50 | | Rennie | | X | | | | | | |
| FREN | 260 | 3 | Introduction to French Literature | 30 | | Staff | X | | | 34 | | 1 | X | X |
| FREN | 375 | 3 | Francophone Studies | 45 | | Fisher, Staff | X | | | 24 | | | X | X |
| FREN | 380 | 3 | French & Francophone Drama | 45 | | Fisher, Staff | X | | | 20 | | | | X |
| FREN | 381 | 3 | French & Francophone Poetry | 45 | | Fisher, Staff | X | | | | | | | |
| FREN | 382 | 3 | French & Francophone Prose | 45 | | Fisher, Staff | X | X | | 20 | | | X | X |
| FREN | 505 | 3 | African Francophone Cinema | 100 | | Staff | | X | | 24 | | 2 | | X |
| FREN | 615 | 3 | Readings in Francophone Literature | 65 | | Fisher, Staff | | X | | | | | X | |
| GEOG | 056 | 3 | First-Year Seminar: Local Places in a Globalizing World | 25 | | Cravey, Staff | X | | | 23 | | | X | X |
| GEOG | 130 | 3 | Geographical Issues in the Developing World | 50 | | Cravey, Staff | X | X | X | 158 | | | X | X |
| GEOG | 268 | 3 | Geography of Africa | 100 | | Persha, Staff | | X | | 19 | | | | X |
| GEOG | 434 | 3 | Cultural Ecology of Agriculture, Urbanization, and Disease | 25 | | Staff | | X | | 43 | | | X | X |
| GEOG | 445 | 3 | Medical Geography | 40 | | Staff | X | | | 37 | 1 | | X | X |
| GEOG | 452 | 3 | Mobile Geographies: The Political Economy of Migration | 50 | | Cravey | X | | | 20 | | | X | X |
| GERM | 252 | 3 | South Africa in Literary Perspective | 100 | | Roberge, Staff | X | | | | | | | |
| GLBL | 405 | 3 | Comparative Political Economics of Development | 25 | | Sahle | | | | | | | | |
| GLBL | 789 | | Teaching Languages Across the Curriculum | 25 | | Kinsella | | X | | | 6 | | X | X |

ENST: Environmental Studies; ENVR: Environmental Studies; EPID: Epidemiology; FREN: French; GEOG: Geography; GERM: Germanic Languages and Literatures; GLBL: Global Studies

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings-Comments | Instructor | Fall | Spr | Sum | 2012-2013 UG | 2012-2013 Grad | 2013-2014 | 2014-2015 |
|---------|------|----|---|--------|-------------------------|---------------------------------------|------|-----|-----|--------------|----------------|-----------|-----------|
| HIST | 062 | 3 | First Year Seminar: Nations, Borders, and Identities | 25 | | Shields | X | | | 24 | | | X |
| HIST | 067 | 3 | First-Year Seminar: Life Histories from 20th-Century South Africa | 100 | | Staff | X | | | | | | |
| HIST | 083 | 3 | First Year Seminar: African History through Popular Music | 100 | | Lindsay | | X | | | | | |
| HIST | 130 | 3 | Africa in the Twentieth Century: Transformations in Culture and Power | 100 | | Lindsay, Owre (online section), Staff | X | | | 97 | | | X |
| HIST | 138 | 3 | Introduction to Islamic Civilization | 25 | ASIA 138 | Shields, Staff | X | | | | | | |
| HIST | 139 | 3 | Later Islamic Civilization and the Modern Muslim World | 30 | ASIA 139 | Shields, Staff | | X | | 24 | | | X |
| HIST | 174H | 3 | Honors Seminar in African, Asian, and Middle Eastern History | 30 | | Lindsay | | | | | | | |
| HIST | 202 | 3 | Borders and Crossings | 25 | | Shields, Staff | | | | | | | |
| HIST | 276 | 3 | Modern Middle East | 25 | ASIA 276 | Shields, Staff | X | X | X | 195 | 8 | X | X |
| HIST | 278 | 3 | The Trans-Atlantic Slave Trade | 75 | | Lindsay, Staff | | X | | 96 | | X | X |
| HIST | 279 | 3 | Modern South Africa | 100 | | Staff | | | | | | | |
| HIST | 292 | 3 | Special Topics in History: Owre's Section: France and Sub-Saharan Africa | 100 | | Owre | X | X | | 20 | | | X |
| HIST | 292H | 3 | Honors Special Topics in History: Lindsay's section- The U.S. and Africa. | 100 | | Lindsay | X | X | | | | | |
| HIST | 379 | 3 | Race, Segregation, and Political Protest in South Africa and the U.S. | 50 | | Staff | X | | | | | | |
| HIST | 393 | 3 | World/Non-Western): Lindsay's section- Africa | 100 | | Lindsay | X | | | | | X | X |
| HIST | 490 | 3 | Owre's section: France and Algeria, 1830-1962 | 100 | | Owre | X | X | | | | | |
| HIST | 534 | 3 | The African Diaspora | 50 | | Lindsay, Staff | | | | | | | |

* Classroom based and Online/Distance learning sections available for this course
HIST: History

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings-Comments | Instructor | Fall | Spr | Sum | 2012-2013 | 2012-2013 | 2013-2014 | 2014-2015 |
|--|------|-----|---|--------|-------------------------|-------------------------|------|-----|-----|-----------|-----------|-----------|-----------|
| HIST | 535 | 3 | Women and Gender in African History | 100 | | Burrill, Lindsay, Staff | | | | | | | |
| HIST | 722 | 3 | Readings in Contemporary Global History | 50 | | Staff | | X | | | 9 | | X |
| | | | Topics in History for Graduates: Topics in History for Graduates: Shields section- Diversity and Conformity in Muslim Societies. Lindsay's section: Readings in the History of the Atlantic | | | | | | | | | | |
| HIST | 890 | 3 | Slave Trade. | 50 | | Shields, Lindsay | X | X | | | | | |
| HPM | 496 | 1-6 | Critical Global Health Issues* | 30 | | Bennett | | | | | | | |
| HPM | 660 | 3 | International and Comparative Health Systems | 30 | | Harris, Staff | X | | | 10 | 22 | X | X |
| | | | The Last Mile: Information Access for Underserved Populations | 75 | | Missen | | | | | | | X |
| LAW | 457 | 3 | African Law and Development | 100 | | Kelley | | | | | | | |
| LING | 542 | 3 | Pidgins and Creoles | 25 | ANTH 542 | Roberge | | X | | | | | |
| MBA | 807E | 6 | Sustainability Leadership Capstone | 100 | | Christensen | | X | | | | X | X |
| MHCH | 680 | 3 | Global Sexual and Reproductive Health | 25 | | Bennett | | X | | 69 | 23 | X | X |
| | | | International Family Planning and Reproductive Health | | | | | | | | | | |
| MHCH | 716 | 3 | Health | 30 | | Bloom, Curtis, Staff | | X | | | 21 | X | X |
| MHCH | 722 | 3 | Issues in International Maternal and Child Health | 30 | | Singh-Ongechi, Staff | X | | | 1 | 33 | X | X |
| MHCH | 730 | 3 | Reproductive Health Policy | 30 | | Bennett, Staff | X | | | 2 | 13 | X | X |
| MUSC | 089 | 3 | Making and Marketing Music in the Digital Age | 100 | | Ndaliko | X | | | 24 | | X | X |
| MUSC | 146 | 3 | Introduction to World Musics | 25 | | Staff | X | X | X | 186 | 1 | X | X |
| NUTR | 745 | 3 | International Nutrition | 40 | | Bentley, Adair, Popkin | X | | | | 23 | | X |
| NUTR | 750 | 3 | International Nutrition: Special Topics | 40 | | Bentley, Adair, Popkin | | X | | | | | |
| | | | Water and Sanitation Planning and Policy in Lesser Developed Countries | 50 | ENVR 685 | Whittington, Staff | | X | | | 5 | X | X |
| PLCY | 475 | 3 | The Political Economy of Food | 35 | ENST 490 | Jagger | | X | | | | X | X |
| PLCY | 520 | 3 | Environment and Development | 40 | ENST 520 | Jagger, Staff | | X | | | | | |
| * Classroom based and Online/Distance learning sections available for this course HNRs: Honors; HPM: Health Policy and Management; INLS: Information and Library Science; LING: Linguistics; MBA: Master's in Business Administration; MHCH: Maternal and Child Health; MUSC: Music; NUTR: Nutrition; PLAN: City and Regional Planning; PLCY: Public Policy | | | | | | | | | | | | | |

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings-Comments | Instructor | Fall | Spr | Sum | 2012-2013 UG | 2012-2013 Grad | 2013-2014 | 2014-2015 |
|---------|-----|-----|--|--------|-------------------------|---------------------------|------|-----|-----|--------------|----------------|-----------|-----------|
| PLCY | 565 | 3 | Global Health Policy | 35 | | Meier | | X | | | | X | |
| PLCY | 570 | 3 | Health and Human Rights | 35 | | Meier | X | | | 24 | 3 | | X |
| PLCY | 799 | 3 | Collaborative Research on Reducing Emissions from Deforestation and Forest Degradation | 35 | | Jagger | | X | | | 14 | | X |
| PLCY | 895 | 3 | Poverty and Human Resources | 40 | | Handa | X | | | | | | |
| POLI | 067 | 3 | First Year Seminar: Designing Democracy in Africa | 100 | | Reynolds | | X | | | | | |
| POLI | 131 | 3 | Political Change and Modernization* | 25 | | Reynolds, Staff | X | | | | | | |
| POLI | 431 | 3 | African Politics and Society | 100 | | Reynolds, Staff | | X | | 39 | 1 | | X |
| POLI | 449 | 3 | Human Rights and International Criminal Law | 70 | HNRS 354 | Lefebvre, Staff | | | X | | | | |
| POLI | 452 | 3 | Africa and International Conflict | 100 | PWAD 490 | Bapat | | | X | 9 | 1 | | X |
| PORT | 385 | 3 | Luso-African Literature in Translation | 100 | | Vernon, Staff | | X | | | | X | |
| PORT | 388 | 3 | Portuguese, Brazilian, and African Identities in Film | 30 | | Rector | | X | | 66 | | | X |
| PUBH | 420 | 3 | AIDS: Principles and Policy | 25 | | Strauss, Staff | | X | X | 385 | 44 | X | X |
| PUBH | 500 | 5 | Global Health Dinner Series | 40 | | Staff | X | X | | 1 | 69 | X | X |
| PUBH | 510 | 3 | Interdisciplinary Perspectives in Global Health | 40 | | Bentley, Van Vliet, Staff | X | | | 29 | 21 | X | X |
| PUBH | 704 | 2-3 | Foundations of Global Health | 25 | | Carlough | | X | | | 6 | X | X |
| PUBH | 711 | 3 | Critical Issues in Global Public Health | 25 | | Ramaswamy, Staff | X | | | | 27 | X | X |
| PUBH | 714 | 3 | Introduction to Monitoring and Evaluation of Global Health Programs | 25 | | Ramaswamy | | | X | | 21 | X | X |
| RELI | 180 | 3 | Introduction to Islamic Civilization* | 25 | ASIA 180 | Ernst | X | | X | 150 | | X | X |
| RELI | 181 | 3 | Later Islamic Civilization and Modern Muslim Cultures | 30 | ASIA 181 | Safi | | X | | 71 | | X | X |

* Classroom based and Online/Distance learning sections available for this course

PLCY: Public Policy; POLI: Political Science; PORT: Portuguese; PUBH: Public Health; RELI: Religious Studies

African Studies Center, UNC-CH International/Area Studies Course List

| Subject | # | CR | Course Title | Africa | Cross Listings-Comments | Instructor | Fall | Spr | Sum | 2012-2013 UG | 2012-2013 Grad | 2013-2014 | 2014-2015 |
|---------|-----|-----|--|--------|-------------------------|---|------|-----|-----|--------------|----------------|-----------|-----------|
| | | | | | | | | | | | | | |
| ROML | 054 | 3 | First Year Seminar: Issues in Francophone Literature | 40 | | Fisher, Staff | X | | | | | | |
| SOCI | 419 | 3 | Sociology of the Islamic World | 25 | | Staff | X | X | | | | | |
| SOWO | 404 | 1-6 | Social Work Study Abroad: Africa | 100 | | | | | | | | | |
| SOWO | 570 | 3 | Social Work Practice (Zambia project) | 100 | | Chowa | X | | | | | | |
| SWAH | 408 | 1 | Swahili LAC | 100 | | Lisanza | | X | | 7 | X | X | X |
| WMST | 237 | 3 | African Gender History | 100 | | Burrill, Staff | X | | | 25 | | | X |
| WMST | 289 | 3 | Women and the Law in Africa and the Middle East | 75 | | Burrill, Staff | | X | | 25 | | | X |
| WMST | 293 | 3 | Gender and Imperialism | 65 | | Booth, Burrill, Staff | X | | | 25 | | | X |
| WMST | 388 | 3 | The International Politics of Sexual and Reproductive Health | 50 | | Booth, Staff | X | | | 23 | | X | X |
| WMST | 396 | 3 | Seminar on Human Rights, Feminism, and Sexuality | 25 | | Booth | | X | | 1 | | | X |
| WMST | 890 | 3 | Graduate Seminar on Human Rights, Feminism, and Sexuality | 25 | | Booth | | X | | | | X | |
| YAP | 412 | 6 | UNC Study Abroad in Kenya | 100 | | | | | | | | | |
| YAP | 416 | 6 | UNC Burch Field Research Seminar in Rwanda | 100 | | Lefebvre, Kelley | | | X | 21 | | | X |
| YAP | 417 | 6 | UNC Study Abroad in Senegal | 100 | | Seck | | | | | | X | X |
| YAP | 419 | 12 | UNC Honors Study Abroad in Cape Town | 100 | | Cooper, Lee, Gullede, M. Lambert, Jenkins | X | | | 12 | | X | X |

* Classroom based and Online/Distance learning sections available for this course
 RELI: Religion; ROML: Romance Languages; SOCI: Sociology; SOWO: Social Work; SWAH: Swahili LAC;
 WMST: Women's Studies; YAP: Year Abroad Program (Study Abroad)

APPENDIX 5

FACULTY & STAFF BIOS

APPENDIX 3: Faculty and Staff Biographical Information
Table of Contents

| | Page | Tenure/ Tenure Track | Title/Dept |
|---|------|----------------------------|--------------------------------------|
| <u>African Studies Center Staff</u> | | | |
| Michael Lambert | 25 | | Director |
| Barbara Anderson | 2 | | Associate Director |
| Mamarama Seck | 43 | | PAL Coordinator |
| Stacey Sewall | 44 | | Assistant Director/FLAS Coordinator |
| Tracey Cave | 9 | | Business Manager |
| Carolyn Reams | 39 | | Business Assistant |
| <u>Program Support Staff</u> | | | |
| Leann Bankoski | 3 | | Carolina for Kibera |
| Neil Bolick | 7 | | World View/CC Collaboration |
| Chris Faison* | 16 | | Minority Male Mentoring Program |
| Mohamed Hamed* | 20 | | University Libraries |
| Mamie Harris | 21 | | IGHID, Africa Programs Director |
| Tanya Kinsella | 25 | | Languages Across the Curriculum |
| Friederike Seeger | 43 | | Burch Programs & Honors Study Abroad |
| Rodney Vargas | 49 | | Study Abroad Office/Africa Programs |
| <u>External Evaluation Specialist</u> | | | |
| Rita O'Sullivan | 34 | | Evaluation Consultant |
| <u>Language Faculty</u> | | | |
| Farida Badr | 3 | N | Asian Studies/Arabic |
| Doria El Kerdany | 14 | N | Asian Studies/Arabic |
| Alassane Fall | 17 | N | AAAD, Wolof |
| Donato Fhunsu | 17 | N | AAAD/Lingala |
| Zeina Halabi | 20 | Y | Asian Studies/Arabic |
| Esther Lisanza | 28 | N | AAAD/Swahili |
| Alphonse Mutima | 32 | N | AAAD/Swahili |
| Paul Roberge | 41 | Y | Germanic Languages/Afrikaans |
| Mamarama Seck | 43 | Y | AAAD/Wolof, Linguistics |
| Nadia Yaqub | 52 | Y | Asian Studies/Arabic |
| BOLD Denotes new hire since 2010 | | | * ASC Advisory Board Member |

African Studies Center, UNC-CH

| | Page | Tenure/ Tenure Track | Title/Dept |
|--|------|----------------------------|---------------------------------|
| <u>Core Non-language Faculty</u> (50-100% Africa focus) | | | |
| Barbara Anderson | 2 | N | AAAD, ASC Associate Director |
| Wilfrida Behets | 5 | Y | Epidemiology |
| Karen Booth | 7 | Y | Women's and Gender Studies |
| Lydia Boyd | 7 | Y | AAAD |
| Emily Burrill* | 8 | Y | Women's and Gender Studies |
| Gina Chowa | 9 | Y | Social Work |
| Amy Cooke | 11 | N | Environment and Ecology |
| Robert Daniels | 13 | Y | Anthropology |
| Dominique Fisher | 18 | Y | ROML/Francophone Literature |
| Irving Hoffman* | 22 | N | Medicine |
| Pamela Jagger | 23 | Y | Public Policy |
| Michael Lambert | 25 | Y | AAAD, ASC Director |
| Margaret Lee | 26 | Y | AAAD |
| Paul Leslie | 27 | Y | Anthropology |
| Lisa Lindsay | 28 | Y | History |
| Carol Magee | 29 | Y | Art History |
| Suzanne Maman | 30 | Y | Health Behavior |
| Cliff Missen | 32 | N | Information and Library Science |
| Chérie Ndaliko | 33 | Y | Music |
| Georges Nzongola* | 33 | Y | AAAD |
| Kathy Perkins | 35 | Y | Dramatic Art |
| Lauren Persha | 36 | Y | Geography |
| Audrey Pettifor | 36 | Y | Epidemiology |
| David Pier | 37 | Y | AAAD |
| Vicki Rovine | 41 | Y | Art History |
| Eunice Sahle* | 42 | Y | AAAD |
| Bereket Selassie | 44 | Y | AAAD/Law |
| Kavita Singh-Ongechi | 45 | N | Maternal and Child Health |
| Jeffrey Stringer | 47 | Y | Medicine |
| Colin West | 51 | Y | Anthropology |
| <u>Associated Non-language Faculty</u> (25-50% Africa focus) | | | |
| Glaire Anderson | 2 | Y | Art History |
| Lisa Christensen | 10 | Y | Business |
| Myron Cohen | 10 | Y | Medicine/IGHID Director |
| Sian Curtis | 13 | Y | Maternal and Child Health |
| Michael Emch | 15 | Y | Geography |
| BOLD Denotes new hire since 2010 | | | * ASC Advisory Board Member |

African Studies Center, UNC-CH

| | Page | Tenure/ Tenure Track | Title/Dept |
|---|------|----------------------------|--|
| Clark Gray | 19 | Y | Geography |
| Suzanne Gulledge* | 19 | Y | School of Education |
| Sudhanshu Handa | 21 | Y | Public Policy |
| Joseph Jordan* | 24 | N | Stone Center Director/AAAD |
| Thomas Kelley* | 24 | Y | Law |
| Donna LeFebvre | 27 | N | Political Science |
| Steven Meshnick | 31 | Y | Epidemiology |
| Peter Redfield | 39 | Y | Anthropology |
| Stuart Rennie | 40 | Y | Medicine |
| Andrew Reynolds | 40 | Y | Political Science |
| Omid Safi | 42 | Y | Religious Studies |
| Sarah Shields | 45 | Y | History |
| Jennifer Smith | 46 | Y | Epidemiology |
| Ronald Strauss | 46 | Y | Medicine/Dentistry |
| James Thomas | 47 | Y | Epidemiology |
| Charles Van der Horst | 48 | Y | Medicine |
| Annelies Van Rie | 48 | Y | Epidemiology |
| Gretchen Van Vliet | 49 | N | Office of Global Health |
| Sharon Weir | 50 | Y | Epidemiology |
| Dale Whittington | 51 | Y | Public Health/Planning |
| <u>Affiliated Non-language Faculty</u> | | | |
| (10- 25 % Africa focus) | | | |
| Linda Adair | 1 | Y | Nutrition |
| John Akin | 1 | Y | Economics |
| Idris Assani | 3 | Y | Mathematics |
| Navin Bapat | 4 | Y | Political Science |
| Jamie Bartram | 4 | Y | Environmental Sciences and Engineering |
| Trude Bennett | 5 | Y | Maternal and Child Health |
| Margaret Bentley | 6 | Y | Public Health |
| Shelah Bloom | 6 | Y | Maternal and Child Health |
| Martha Carlough | 8 | N | Medicine |
| Patrick Conway | 11 | Y | Economics |
| Pamela Cooper | 12 | Y | English and Comparative Literature |
| Altha Cravey | 12 | Y | Geography |
| Sarah Dempsey | 14 | Y | Communication Studies |
| Eugenia Eng | 15 | Y | Health Behavior |
| Carl Ernst | 16 | Y | Religious Studies |
| Greg Gangi | 18 | Y | Environment and Ecology |
| BOLD Denotes new hire since 2010 | | | * ASC Advisory Board Member |

African Studies Center, UNC-CH

| | Page | Tenure/ Tenure Track | Title/Dept |
|--|------|----------------------------|---------------------------------------|
| Donald Hornstein | 22 | Y | Law |
| Robert Jenkins | 23 | N | Slavic Studies |
| Valerie Lambert | 26 | Y | Anthropology |
| Scott Madry | 29 | Y | Anthropology |
| Joseph Megel | 30 | N | Communication Studies |
| Benjamin Meier | 31 | Y | Public Policy |
| William Miller | 32 | Y | Epidemiology |
| Roberta (Bobbi) Owen | 34 | Y | Drama |
| Maximilian Owre | 35 | N | History |
| John Pickles | 37 | Y | Geography |
| Barry Popkin | 38 | Y | Nutrition |
| Rohit Ramaswamy | 38 | N | Maternal and Child Health |
| Monica Rector | 39 | Y | ROML/Lusophone Literature |
| Richard Vernon | 50 | N | ROML/Lusophone Literature |
| Ronald Williams | 52 | Y | AAAD |
| <u>Winston Salem State University Faculty</u> (Partner MSI Core Africanist Faculty) | | | |
| Guy Martin | 53 | Y | Political Science |
| Leonard Muaka | 53 | N | English and World Languages |
| Mueni wa Muiu | 54 | Y | Political Science |
| Rose Sackeyfio | 54 | Y | English and World Languages |
| Joti Sekhon | 55 | Y | Sociology, Director of Intl. Programs |
| BOLD Denotes new hire since 2010 | | | * ASC Advisory Board Member |

African Studies Center, UNC-CH

Linda Adair

Professor, Nutrition, Gillings School of Global Public Health

Appointment: 1988, tenured
 Education: PhD (1980) University of Pennsylvania.
 Language: French (1)
 Specialization: Maternal and child nutrition in developing countries; developmental origins of adult disease.
 World Area of Study: Africa (20%)
 Relevant Experience: Gates Foundation study: Improving Nutritional Status and Health of Infants and Lactating Women through the Use of Lipid Based Nutrition Supplements (LNS): Evidence from a Longitudinal, Randomized Trial in Lilongwe, Malawi.
 Distinctions: McGavran Teaching Award, School of Public Health; PI on numerous NIH grants; Fellow, Carolina Population Center.
 Diss./Theses Supervised: 7
 Relevant Courses Taught: NUTR 745, International Nutrition. NUTR 750, International Nutrition: Special Topics.
 Selected Publications:
 2014 Adair LS. (2014) Long-term consequences of nutrition and growth in early childhood and possible preventive interventions. *Nestle Nutrition Institute Workshop Series*. 2014;78:111-20.
 2014 Widen EM, Bentley ME, Kayira D, Chasela CS, Daza EJ, Kacheche ZK, et al. (2014) Changes in Soluble Transferrin Receptor and Hemoglobin Concentrations in Malawian Mothers Are Associated with Those Values in their Exclusively Breastfed, HIV-Exposed Infants. *Journal of Nutrition*. 144(3):367-73
 2014 Flax VL, Bentley ME, Combs GF, Jr., Chasela CS, Kayira D, Tegha G, et al., Adair LS (2014) Plasma and breast-milk selenium in HIV-infected Malawian mothers are positively associated with infant selenium status but are not associated with maternal supplementation: results of the Breastfeeding, Antiretrovirals, and Nutrition study. *Am J Clin Nutrition*. 99(4):950-6
 2013 McDonald CM, Olofin I, Flaxman S, Fawzi WW, Spiegelman D, Caulfield LE, et al. (2013) The effect of multiple anthropometric deficits on child mortality: meta-analysis of individual data in 10 prospective studies from developing countries. *American Journal of Clinical Nutrition*. 97(4):896-901.
 2013 Widen, E.M., M.E. Bentley, D. Kayira, C.S. Chasela, D.J. Jamieson, M. Tembo, A. Soko, A.P. Kourtis, V.L. Flax, S.R. Ellington, C.M. van der Horst, and L.S. Adair (2013) . Maternal weight loss during exclusive breastfeeding is associated with reduced weight and length gain in daughters of HIV-infected Malawian women. *J Nutr* 143(7):1168-1175.

John Akin

Austin H. Carr Distinguished Professor and Chair, Economics

Appointment: 1973, tenured
 Education: PhD (1971) University of Michigan.
 Specialization: Health economics; financing of health systems in developing countries.
 World Area of Study: Africa (20%)
 Relevant Experience: Former World Bank Senior Health Advisor in Kampala, Uganda.
 Diss./Theses Supervised: 2
 Relevant Courses Taught: ECON 851, Health Economics for Developing Countries.
 Selected Publications:
 2006 Hutchinson, Paul, John Akin and Freddy Ssengooba, "The Impacts of Decentralization on Health Care Seeking Behaviors in Uganda." *International Journal of Health Planning and Management* 21 1-32.
 2005 Lance, P., J. Akin, W. Dow and A. Loh, "Is Cigarette Smoking in Poorer Nations Highly Sensitive to Price? Evidence from Russia and China." *Journal of Health Economics* 23: 173-189.
 2005 Akin, John, Paul Hutchinson and K Coleman Strumpf, "Decentralization and Government Provision of Public and Private Goods: The Public Health Sector in Uganda." *Journal of Development Studies* 41 1417 – 1443.

African Studies Center, UNC-CH

Barbara Anderson

Associate Director, African Studies Center; Lecturer, African, African American, and Diaspora Studies

Appointment: 1989, not tenured
 Education: MA (1988) UNC-CH.
 Language: French (1), Portuguese (2), Spanish (2)
 Specialization: Reflective practice; adult and continuing professional education; educational consulting in African and African American Studies; Member of ASOC and CABA.
 World Area of Study: Africa (100%)
 Relevant Experience: Educational Consultant in African and African American Studies (1997-present); Group Study to Senegal for 17 NC K-16 educators to study Islam, education, and democracy in Senegal (2012); ACC Faculty Group Study Participant: "Post-Conflict Reconciliation and Reconstruction in Three African Countries: Uganda, Rwanda, and South Africa." (2007).
 Distinctions: UNC Teaching Awards: Service to Students with Learning Disabilities, Hortense McKlintock Award (Service to African American Students), 2004 Senior Class Favorite Faculty; National Review and Selection committee for Children's Africana Book Award (2009-present); African Studies Association National Outreach Council (2006-present).
 Relevant Courses Taught: AAAD 101, Introduction to Africa; online AAAD 101 for Teachers; AAAD 290 Topics in African, African American, and Diaspora Studies; AAAD 286, Africans in the Colonial Americas; AAAD 130, Introduction to African American and Diaspora Studies.
 Selected Pub/Pres:
 2013 "Teaching about the Trans-Atlantic Slave Trade" ASA Teacher Wksp, Baltimore, MD, Nov. 2013.
 2012 "Teaching about World Cultures without the Exotic," Rutherford County Schools, August 2012.
 2012 "The Complexity and Vibrancy of Contemporary Africa," Workshop with World View for 300+ NC educators, March 2012.
 2006 Anderson, Barbara. "Contemplative reflective practice, conocimiento, and continuing medical education." Proceedings of the Adult Education Research Conference, Jossey-Bass.
 2005 Chapman, V. and B. Anderson. "Reflective practice". *International Encyclopedia of Adult Education*. London: Palgrave Macmillan.

Glaire Anderson

Associate Professor, Art

Appointment: 2006, tenured
 Education: PhD (2005) MIT; MA (1998) UVA.
 Language: Classical Arabic (2), French (2)
 Specialization: History of Islamic architecture, urbanism, and art.
 World Area of Study: Africa (50%)
 Relevant Experience: Boston Architecture College, Boston, MA, Visiting Lecturer, History, Theory & Criticism of Architecture.
 Distinctions: Associated Scholar, European Research Council Starting Grant (2010-2015); "The Aghlabids and Their Neighbors: Art & Material Culture of Ninth-Century North Africa, Interdisciplinary Workshop (2014); Kress Fellow for Research in the History of Art; Edilia and Francois de Montequin Fellow; Society of Architectural Historians.
 Relevant Courses Taught: ARTH 154, Introduction to Art & Architecture of the Islamic Lands; ARTH 290, Topics in Art History: Art in the Age of the Caliphate; ARTH 450, The City as Monument: Cities and Society in the Medieval Islamic Lands; ARTH 458, Islamic Palaces, Gardens & Court Culture; ARTH 561, Art & Society in Medieval Islamic Spain & North Africa; ARTH 956, Orientalism & Art.
 Selected Publications:
 2014 Anderson, Glaire D. "Integrating the Medieval Iberian Peninsula and North Africa in Islamic Architectural History," *Journal of North African Studies*. Special Issue 19.1, 2014. 83-92.
 2012 "Concubines, Eunuchs and Patronage in Early Islamic Córdoba," *Reassessing the Roles of Women as "Makers" of Medieval Art and Architecture*, Edited by Therese Martin (Leiden: Brill Academic Publishers, 2012), 633-670.
 2007 Anderson, Glaire D., and Mariam Rosser-Owen. "The Architecture of the Suburban Estate (munya) in Umayyad Córdoba: Preliminary Observations." In *Revisiting al-Andalus: Perspectives on Art & Material Culture of Islamic Iberia*, 53-79. Leiden: Brill.

African Studies Center, UNC-CH

Idris Assani

Professor, Mathematics

Appointment: 1996, tenured
Education: PhD (1981) Université Pierre et Marie Curie; Doctorat ès Sciences (1986) Université Pierre et Marie Curie.
Language: Ewe (2), French (4), Yoruba (4)
Specialization: Ergodic theory; Probability theory; Harmonic Analysis; Operator Theory.
World Area of Study: Africa (10%)
Relevant Experience: World Bank ACE panel to select and finance STEM research centers of excellence in Africa; Organized collaboration between UNC-Chapel Hill and the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana.
Distinctions: Fellow of the American Mathematical Society – 2012; Fellows selection committee American mathematical Society- 2012-2013.
Diss./Theses Supervised: 5
Selected Publications:
2012 I. Assani and K. Presser, “Pointwise characteristic factors for the multiterm return times theorem.” *Erg. Th. And Dyn. Syst.* (2012), 2, 341-360.
2010 Idris Assani and Zoltan Buczolich, “The (Lp, Lq) bilinear Hardy Littlewood function for the tail.” *Isr. J. Math.*, vol. 179, 173-188.
2010 “Pointwise convergence of ergodic averages along cubes.” *J. Analyse Math.* 110 (2010), 241-269.
2008 Assani, Idris, and Zoltan Buczolich. “A maximal inequality for the tail of the bilinear Hardy-Littlewood function.” *Contemporary Mathematics* 485.

Farida Badr

Lecturer, Asian Studies

Appointment: 2010, not on tenure track
Education: MA (2008) American University at Cairo; CCTAFL (2008) School of Continuing Education in the American University in Cairo.
Language: Arabic (5)
Specialization: Arabic language instruction.
World Area of Study: Africa (25%)
Relevant Experience: Coordinator of Arabic Summer Immersion Program, UNC summer 2012; National Council of Less Commonly Taught Languages (NCOLCTL), Wisconsin, 2012; American Council on the Teaching of Foreign Languages (ACTFL) annual convention, Colorado, 2011.
Distinctions: Asian Studies departmental award to attend NCOLCTL (2012).
Relevant Courses Taught: ARAB 101-102, Elementary Arabic; ARAB 203-204, Intermediate Arabic.
Selected Pub/Pres:
2009 Badr, Farida, “Non-Arabic Words in the Egyptian Proverbs.” First International Congress on Arabic & English Applied Linguistics and Rhetoric & Writing Challenges in Teaching Language and Rhetoric.

Leann Bankoski

Executive Director, Carolina for Kibera, UNC Global

Appointment: 2007, not tenured
Education: BA (2001) Guilford College.
Specialization: Intercultural learning, organizational development.
World Area of Study: Africa (100%)
Relevant Experience: Director, Carolina for Kibera, a non-governmental organization at UNC-Chapel Hill based in the Kibera slum of Nairobi, Kenya; Carolina for Kibera helps develop local leaders, catalyze positive change, and alleviate poverty.

African Studies Center, UNC-CH

Navin Bapat

Associate Professor, Political Science

Appointment: 2007, tenured
 Education: PhD (2004) Rice University; MA (2001) Rice University; BA (1998) University of Michigan.
 Specialization: Political conflict, insurgency, terrorism, interstate conflict, economic conflict, state building, bargaining, and the empirical testing of formal models.
 World Area of Study: Africa (20%)
 Relevant Experience: Center for Global Initiatives Course Development Grant (2011); African Studies Center Course Development Grant (2011); Work Pray Kill: An Experimental Analysis of Hierarchies in Terrorist Organizations (2010); American Institutions Search Committee (2011).
 Distinctions: John Gardner Award for Best Dissertation in the Social Sciences, Rice University, 2004.
 Diss./Theses Supervised: 3
 Relevant Courses Taught: POLI 452, Africa and International Conflict.
 Selected Publications:
 2013 Bapat, Navin A., et al. "Determinants of Sanctions Effectiveness: Sensitivity Analysis Using New Data." *International Interactions* 39.1 (2013): 79-98.
 2013 Triche, Ryan M., and Navin Bapat. "Treating the Symptoms of Commitment Issues: Analyzing institutions as a prescription—A case study of Kenya." (2013).
 2012 Navin A. Bapat, "Understanding State Sponsorship of Militant groups." *British Journal of Political Science* 42(1): 1-29.
 2012 Navin A. Bapat and Kanisha Bond. "Alliances Between Militant Groups" *British Journal of Political Science* 42(4): 793-824.
 2011 Navin A. Bapat. "Transnational Terrorism, U.S. Military Aid, and the Incentive to Misrepresent." *Journal of Peace Research* 48(3): 303-318.

Jamie Bartram

Professor and Director, Water Institute at UNC;

Don & Jennifer Holzworth Distinguished Professor of Environmental Sciences and Engineering

Appointment: 2009, tenured
 Education: PhD (1996) University of Surrey, UK; BSc (1985) University of Surrey, UK.
 Language: French (2)
 Specialization: Environmental health, international policy, disease prevention, drinking water supply and quality; water sanitation.
 World Area of Study: Africa (20%)
 Relevant Experience: Editorial Board, International Journal of Hygiene and Environmental Health (2012-2015); Editorial Board, Global Health Perspectives (2012-present); Water Environment Federation (2013-present), American Water Works Association (2013-present).
 Relevant Courses Taught: ENVR 471, Global Water Sanitation and Hygiene.
 Selected Publications:
 2013 Bartram J and Rehfuss E, "Beyond direct impact: evidence synthesis towards a better understanding of effectiveness of public health interventions." *International Journal of Hygiene and Environmental Health*.
 2013 Jamie Bartram, Ka Seen Chan, Thomas Clasen, Myron Cohen, Mark Elliot, Mamie Sackey Harris, Thomas Mahin, and Rachel Peletz, "Water, Sanitation and Hygiene Interventions to Prevent Diarrheal Disease, Enteric Infection, Enteric Infection, Environmental Enteropathy and the Progression of HIV or Malnutrition among People Living with HIV/AIDS: A systematic review." *AIDS*.
 2013 Rob E.S. Bain, Jamie K Bartram, Stephen W. Gundry, Steve Pedley, Jim Wright, and Hong Yang, "Water safety and inequality in access to drinking-water between rich and poor households." *Environ Sci. Technol.*, 47, 1222-1230.
 2013 Meier B, Kayser G, Amjad U, and Bartram J. "Implementing an Evolving Human Right through Water and Sanitation Policy." *Water Policy* 15(2013) 116-133
 2012 Bain R, Gundry S, Wright J, Yang H, Pedley S, Bartram J. "Accounting for water quality in monitoring access to safe drinking-water as part of the Millennium Development Goals: lessons from five countries." *Bull World Health Organ* 2012; 90:228-235A

African Studies Center, UNC-CH

Frieda (Wilfrida) Behets

Professor, Epidemiology, Gillings School of Global Public Health

Appointment: Tenured
 Education: PhD (1999) Yale University; MPH (1992) Johns Hopkins University.
 Language: Dutch (Flemish) (4), French (4), German (1)
 Specialization: HIV, infectious diseases including sexually transmitted infections (STIs) in sub-Saharan Africa and the Caribbean; Prevention of mother to child HIV transmission; Bioethics and health justice.
 World Area of Study: Africa (75%)
 Relevant Experience: Experience in DR Congo, Cameroon, Senegal, Madagascar, and Malawi conducting epidemiologic surveys and operational research on STIs and HIV, with a focus on high-risk groups including sex workers.
 Diss./Theses Supervised: 7
 Relevant Courses Taught: EPID 757, Epidemiology and Social Aspects of HIV/AIDS in Developing Countries; EPID 898, Epidemiology Bioethics in Developing Countries.
 Selected Publications:
 2014 "Terms used for people living with HIV in the Democratic Republic of the Congo." *Qualitative Health Research*. 24(2):209-216. (With Stuart M. Rennie, Audrey E. Pettifor, and Suzanne Maman).
 2013 "Adaptation of a U.S. evidence-based Positive Prevention intervention for youth living with HIV/AIDS in Kinshasa, Democratic Republic of the Congo." *Evaluation and Program Planning*. 36(1):124-135. (With Carol E. Golin, Kathryn E. Moracco, Audrey E. Pettifor, Suzanne Maman, and Andrew Edmonds).
 2013 "HIV testing and counseling leads to immediate consistent condom use among South African stable HIV-discordant couples." *Journal of Acquired Immune Deficiency Syndromes*. 62(2):226-233. (With William C Miller, Audrey E Pettifor, Suzanne Maman, and Daniel J Westreich).
 2011 Behets F., et al. "Barriers to and facilitators of adherence to pediatric antiretroviral therapy in a sub-Saharan setting: insights from a qualitative study." *AIDS patient care and STDs* 25.10 (2011): 611-621.

Trude Bennett

Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 1998, tenured
 Education: PhD (1988) UNC-CH; MPH (1984) UNC-CH; MSW (1976) Simmons College; AB (1967) Barnard College, Columbia University.
 Language: French (2)
 Specialization: Intersection of women's health and reproductive health; monitoring of maternal morbidity and women's health; impact of globalization on reproductive health.
 World Area of Study: Africa (20%)
 Relevant Experience: Longitudinal Study of Maternal Morbidity and Mortality, Ngorongoro District, Tanzania, Funded by Rockefeller Foundation (2002-04).
 Distinctions: Nominated for 2010 Faculty Mentoring Award by Carolina Women's Leadership (2010).
 Diss./Theses Supervised: 20
 Relevant Courses Taught: MHCH 680, Global Sexual and Reproductive Health; MHCH 730, Reproductive Health Policy; EPID 690, Problems in Epidemiology (Section: Global Health Ethics Seminar); HPM 496, Readings in Health Policy and Management (Section: Critical Global Health Issues).
 Selected Publications:
 2012 Vijaya K. Hogan, Diane Rowley, Trude Bennett, Karen D. Taylor. "Life course, social determinants, and health inequities: Toward a national plan for achieving health equity for African American infants- A concept paper" *Maternal and Child Health journal*. 2012;16(6):1143-1150.
 2012 Geller, Stacie, and Trude Bennett. "Defining a women as health research agenda." (2012).
 2011 Bennett, T in Carabello L, editor. *Medical travel today, the authoritative newsletter for medical tourism*. Elmwood Park (NJ): CPR Strategic Marketing Communications; 2011. P 113-16.
 2005 Bennett T, Kotelchuck M. Mothers and infants. In: Kotch JB, editor. *Maternal and child health: Programs, problems and policy in public health*. 2nd ed. Sudbury (MA): Jones and Bartlett; 2005. p. 113-58.

African Studies Center, UNC-CH

Margaret Bentley

Carla Smith Chamblee Distinguished Professor, Nutrition, Gillings School of Global Public Health;
Associate Dean for Global Health; Associate Director of the Institute for Global Health and Infectious Disease

Appointment: 1998, tenured
Education: PhD (1987) Univ. of Connecticut; MA (1983) Univ. of Connecticut; BA (1976) Michigan State.
Specialization: Breastfeeding; child development; global health; maternal health; nutrition; obesity; rural health; sexually transmitted diseases.
World Area of Study: Africa (20%)
Relevant Experience: Development of a comprehensive fundraising and strategic planning program for global health in the School of Public Health; Research experience in Kenya, Nigeria, and Malawi.
Distinctions: NIH National Institute of Child Health and Human Development (NICHD) Grant (2012-2017); Save the Children UK, multi-country study of impact of social transfers on children in 3 African countries (2009-2014); Grant for Monitoring and Evaluation for Feed the Future Feedback Program (2012-2017); CDC Grant for breast-feeding, antiretrovirals, and nutrition in HIV (2004-2014); Ambassador, Paul G. Rogers Society for Global Health Research.
Diss./Theses Supervised: 7
Relevant Courses Taught: NUTR 745, International Nutrition; NUTR 750, International Nutrition: Special Topics; PUBH 510, Interdisciplinary Perspectives in Global Health.
Selected Publications:
2014 Margaret E. Bentley; et al., "Formative research methods for designing culturally appropriate, integrated child nutrition and development interventions: An overview." *Annals of the New York Academy of Sciences*. 2014;1308(1):54-67.
2012 Margaret Bentley et al., "A lipid-based nutrient supplement (LNS) mitigates weight loss among HIV infected women in a factorial, randomized trial to prevent mother-to-child transmission during exclusive breastfeeding." *American Journal of Clinical Nutrition*.
2012 Bentley ME, et al., "Examination of facilitators and barriers to home-based supplemental feeding with ready-to-use food for underweight children in western Uganda." *Matern Child Nutr*. Jan;8(1):115-129.

Shelah Bloom

Research Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2001, not on tenure track
Education: ScD (1997) Harvard; MS (1992) Harvard; MA (1987) University of Wisconsin-Madison
Language: Arabic (1), French (1)
Specialization: Reproductive health, HIV/AIDS, maternal mortality and morbidity, gender context of reproductive health in developing countries.
World Area of Study: Africa (20%)
Relevant Experience: Member, USAID's Inter-agency Gender Working Group' Technical Advisory Group (2009-present); Present, Monitoring and Evaluation Specialist (2001), MEASURE Evaluation, Carolina Population Center; Member 1/2008 Research Grant Review Panel, NIH.
Distinctions: Faculty Fellow, Carolina Population Center.
Diss./Theses Supervised: 8
Relevant Courses Taught: MHCH 716, International Family Planning and Reproductive Health.
Selected Publications:
2013 Singh K, Curtis S, Bloom S., "Global maternal and child health." In Kotch J. editor. *Maternal and child health programs, problems and policies in public health*. 3rd ed. Burlington (MA): Jones & Bartlett Learning; 2013. p. 371-91.
2012 Singh, K., Bloom, S., Brodish, P., "Gender equality as a means to improve maternal and child health in Africa." *J Biosoc Sci*.
2012 Singh, K., Bloom, S., Haney, E., Olorunsaiye, C. Brodish, P., "Gender Equality and Childbirth in a Health Facility: Nigeria and MDG5." *African Journal of Reproductive Health* (16) 3: 122-128.
2012 Bloom SS, Arnoff E., "Gender and health data and statistics: an annotated guide of resources." WHO, USAID & MEASURE Evaluation May 2012.
2010 CSPangler SA, Bloom SS., "Use of biomedical obstetric care in rural Tanzania: the role of social and material inequalities". *Soc Sci Med* 2010;71:760-8.

African Studies Center, UNC-CH

Neil Bolick

Associate Director, World View

Appointment: 2003, not tenured
Education: PhD (1994) Indiana University-Bloomington
Language: Mandarin (3) Japanese (2) Spanish (1)
Specialization: Internationalizing curriculum, training of K-16 educators.
World Area of Study: International (100%)
Relevant Experience: World View seminars, symposia, workshops, residential programs & online courses; presentations on Globalization & The Community College, Globalization & Our Schools, Internationalizing The Community College Curriculum.
Distinctions: Recipient of the Martha Fitch Trigonis Individual Award for International Education Excellence awarded by The North Carolina Association of International Educators (2014).

Karen Booth

Associate Professor, Women's and Gender Studies

Appointment: 1997, tenured
Education: PhD (1995) University of Wisconsin-Madison.
Language: French (2), Swahili (2)
Specialization: Gender, sexuality, globalization and underdevelopment; transnational feminisms; HIV/AIDS; reproductive health; human rights.
World Area of Study: Africa (50%)
Relevant Experience: Qualitative field research in Nairobi, Kenya; Robert Wood Johnson Foundation Scholarship in Health Policy.
Distinctions: University Award for the Advancement of Women (2014).
Relevant Courses Taught: WMST 293, Gender and Imperialism; WMST 388, The International Politics of Sexual and Reproductive Health; WMST 396, Seminar on Human Rights, Feminism, and Sexuality; WMST 890, Graduate seminar on Human Rights, Feminism, and Sexuality.
Selected Publications:
2006 Booth, Karen M., "Conceiving the Nation: The Politics of the Womb in Kenya, the United States, Greece and Ireland: Review Essay." *The Journal of Women's History* 18.2 (2006): 151-8.
2006 Booth, Karen M., "The Politics of the Womb in Greece, Ireland, Kenya, and the United States." *Journal of Women's History* 18.2.
2006 Booth, Karen M., "Global Prescriptions: Gendering Health and Human Rights, by Rosalind Pollack Petchesky." Review of *Gender & Society*.
2004 Booth, Karen M. *Local Women, Global Science: Fighting AIDS in Kenya*. Bloomington: Indiana University Press.

Lydia Boyd

Assistant Professor, African, African American, and Diaspora Studies

Appointment: 2010, on tenure track
Education: PhD, New York University; MA, New York University; A.B., Duke University.
Specialization: African ethnography and social history; gender and sexuality; medical anthropology; visual anthropology; ethnographic film; urban Africa; religion; Uganda.
World Area of Study: Africa (100%)
Relevant Experience: Promotion of sexual abstinence as an HIV/AIDS prevention strategy among born-again Christian youth in Kampala, Uganda by considering how medical discourses of health and disease intersect with contemporary and historical anxieties concerning sexual morality, marriage, kinship, and gender relations in Africa.
Relevant Courses Taught: AAAD 200, Gender and Sexuality in Africa; AAAD 210, African Belief Systems: Religion and Philosophy in Sub-Saharan Africa; AAAD 300, Cultures of Health and Healing in Africa.
Selected Publications:
2013 Boyd, Lydia. "The Problem with Freedom: Homosexuality and Human Rights in Uganda." *Anthropological Quarterly* 86.3 (2013): 697-724.

African Studies Center, UNC-CH

Emily Burrill

Assistant Professor, Women's and Gender Studies

Appointment: 2008, on tenure track
 Education: PhD (2007) Stanford; MA (2001) University of Vermont; BA (1997) Mount Holyoke.
 Language: French(4), Wolof(2), Bamanankan/Bambara(3)
 Specialization: Modern African history; legal and gender history; Muslim societies and French colonial rule; French empire; global histories of women's rights; post colonialism; feminist theory.
 World Area of Study: Africa (100%)
 Distinctions: Carolina Women's Center Faculty Scholar-in Residence, UNC- Chapel Hill (2012); IBM Junior Faculty Development Award, Office of the Provost, UNC- Chapel Hill (2011).
 Relevant Courses Taught: WMST 237, African Gender History; WMST 289, Women and the Law in Africa and the Middle East; WMST 293, Gender and Imperialism; HIST 535, Women and Gender in African History.
 Selected Publications:
 2013 Burrill, Emily S. "Informal institutions and citizenship in rural Africa: risk and reciprocity in Ghana and Côte d'Ivoire." *Canadian Journal of African Studies/La Revue canadienne des études africaines* 47.2 (2013): 321-322.
 2010 Emily Burrill, Richard Roberts, and Elizabeth Thornberry, eds. *Domestic Violence and the Law in Colonial and Postcolonial Africa*. Ohio University Press.
 2010 Burrill, Emily. "Introduction: Historical and Contemporary Perspectives on Domestic Violence in Africa." In *Domestic Violence and the Law in Africa: Historical and Contemporary Perspectives*, Ohio University Press.
 2008 Burrill, Emily. "Wives of Circumstance." In *Slave Emancipation, Vulnerability and Gender in Late Nineteenth Century Senegal Slavery and Abolition*, 49-64.
 2008 Burrill, Emily. "Domestic Violence and the Law in Africa: Historical and Contemporary Perspectives," edited by Emily Burrill, Richard Roberts, and Elizabeth Thornberry. Ohio University Press.

Martha Carlough

Director, Office of International Activities, School of Medicine; Clinical Associate Professor, School of Medicine;
 Adjunct Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2004, not on tenure track
 Education: MD (1989) Jefferson Medical College; MPH (1994), University of North Carolina.
 Specialization: Family medicine and reproductive health, skilled birth attendant training and assessment, obstetric and newborn care, malaria and pregnancy, prevention of maternal to child HIV transmission, community level nutrition.
 World Area of Study: Africa (20%)
 Relevant Experience: Safe Motherhood and Newborn Care Clinical Advisor for IntraHealth International, Inc; Neonatal Resuscitation Program (NRP) instruction (2008-present); Global Health Advisory Committee, UNC-Chapel Hill (2009-present).
 Distinctions: Robertson Scholars Collaborative Grant with Duke/UNC, "Ethical issues in short term medical service." (2007-2008); UNC Department of Family Medicine Citron Teaching Award (2007).
 Diss./Theses Supervised: 4
 Relevant Courses Taught: PUBH 704, Foundations of Global Health.
 Selected Publications:
 2014 Carlough MC, et al. "Performance of accredited social health activists to provide home-based newborn care: A situational analysis." *Indian pediatrics* 51.2 (2014): 142-144.
 2011 Zolotar, A and Carlough, MC., "Evidence Based Update on Prenatal Care." *Am Fam Physician*.
 2010 Carlough, M., "International Issues" (pp. 39-45) and "Postpartum Care" (pp. 310-316) *Pregnancy and Childbirth: A Woman-Centered Approach*. S. Shields and L candib. Eds, Radcliffe Press.
 2010 Gibson, T and Carloughm, M., "Prolonged and/or Obstructed Labor" (pp. 37-44). Global ALSO curriculum. *American Academy of Family Physicians*.
 2010 Steiner, BD, Carlough, M, Dent, G, Pena, R and Morgan, DR., "International crises and global health electives: lessons for faculty and institutions." *Acad Med*. 2010 Oct(10): 1560-3.

African Studies Center, UNC-CH

Tracey Cave

Business Manager, Carolina Center for the Study of the Middle East and Muslim Civilizations,
Carolina Asia Center, and African Studies Center

Appointment: 2010
Education: BA (1989) Ohio University.
Specialization: Finance; budget; business administration; HR
World Area of Study: Africa (33%)
Relevant Experience: 4 years NRC/FLAS experience.
Distinctions: Notary Public, Research Administration certification (level I), Equal Employment Opportunity Institute certification (level I), represents Social Sciences on the College of Arts and Sciences PeopleSoft Transition Advisory Committee and the CAS Mentoring Program, member of the University Managers Association.

Gina Chowa

Assistant Professor, School of Social Work

Appointment: 2008, on tenure track
Education: PhD (2008) Washington University-St. Louis; MSW (2002) Washington University in St. Louis; BSW (1992) University of Zambia.
Language: Bemba (2), Chewa (3), Nsenga (2), Tswana (Setswana) (1), Tumbuka (4).
Specialization: International social development; youth asset development; financial inclusion; impacts of economic stability on people living with HIV/AIDS.
World Area of Study: Africa (75%)
Relevant Experience: Co-Principal Investigator, Testing Impacts of Youth Savings accounts on Developmental Outcomes for Youth, MasterCard Foundation (2010-2014); Principal Investigator, Impacts of Enhanced Economic Capability on HIV Positive People in Zambia.
Distinctions: UNC Junior Faculty Development Award (2012); Junior Faculty Development Award for Impacts of Enhanced Economic Capability on HIV Positive people in Zambia Project, UNC- Chapel Hill (2011); Most Innovative HIV/AIDS Research, UNC Center for Aids Research, UNC-Chapel Hill (2010).
Relevant Courses Taught: SOWO 570, Social Work Practice (Zambia).
Selected Publications:
2014 Chowa, Gina, David Ansong, and Matthew Despard. "Financial Capabilities for Rural Households in Masindi, Uganda: An Exploration of the Impact of Internal and External Capabilities Using Multilevel Modeling." *Social Work Research*(2014): svu002.
2014 Chowa, Gina. "Food Insecurity and Psychosocial Well-Being of Individuals in Rural Uganda." *Society for Social Work and Research 18th Annual Conference: Research for Social Change: Addressing Local and Global Challenges*. Sswr, 2014.
2013 Chowa, G.A.N., et al. *Savings Patterns and Performance in Colombia, Ghana, Kenya, and Nepal*. YouthSave Research Report No. 13--18). St. Louis, MO: Washington University, Center for Social Development, 2013.
2013 Chowa, Gina AN, Rainier D. Masa, and Jenna Tucker. "The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationships using structural equation modeling." *Children and Youth Services Review* 35.12 (2013): 2020-2030.
2013 Chowa, Gina AN, et al. "The impact of household possessions on youth's academic achievement in the Ghana Youthsave experiment: A propensity score analysis." *Economics of Education Review* 33 (2013): 69-81.

African Studies Center, UNC-CH

Lisa Jones Christensen

Assistant Professor of Strategy and Entrepreneurship, Kenan-Flagler Business School

Appointment: On tenure track
 Education: PhD, UNC-CH; MBA, Brigham Young University; MA, Brigham Young University; BA, UC- Berkeley.
 Specialization: Microenterprise development including innovations in microfinance, micro insurance and micro franchising.
 World Area of Study: Africa (50%)
 Relevant Experience: Faculty advisor to Kenan-Flagler's Center for Sustainable Enterprise; Faculty lead for Global STAY Programs; Dean's advisor on African issues; Co-founded HELP-International, a nonprofit organization focused on post-disaster relief and microfinance work in Honduras and Uganda.
 Relevant Courses Taught: BUSI 206, Business in Africa (Study Abroad in Kenya); BUSI 513, Innovation & Entrepreneurship in Developing Economies; BUSI 515 Social Entrepreneurship through Microfinance; MBA 807E, Sustainability Leadership Capstone.
 Selected Publications:
 2014 Jones Christensen, Lisa, Enno Siemsen, and Sridhar Balasubramanian. "Consumer behavior change at the base of the pyramid: Bridging the gap between for- profit and social responsibility strategies." *Strategic Management Journal* (2014).
 2011 Gallo, Peter Jack, and Lisa Jones Christensen. "Firm size matters: An empirical investigation of organizational size and ownership on sustainability-related behaviors." *Business & Society* 50.2 (2011): 315-349.

Myron Cohen

Associate Vice Chancellor for Global Health;
 Yeargan-Bate Distinguished Professor of Medicine; Chief, Division of Infectious Diseases;
 Director, Institute for Global Health & Infectious Diseases

Appointment: 1980, tenured
 Education: MD (1974) Rush Medical College.
 Language: French (1)
 Specialization: Biology and epidemiology of transmission of STD pathogens, including HIV.
 World Area of Study: Africa (45%)
 Relevant Experience: NIH Fogarty International Training Grant, AIDS International Research and Training Program, training directed towards HIV/STD prevention in Cameroon, China and Malawi (2007-2013); NIH Center for HIV/AIDS Vaccine Initiative, UNC faculty in Lilongwe, Malawi, and on the UNC campus will conduct clinical observational studies designed to detect patients with acute HIV infection (2005-2012); Director Core B, Senior Leadership Group (2005-2012); NIH UNC Center for AIDS Research Core A: Administration (2001-2011); Director, UNC NIH HIVNET; Director, UNC-FHI AIDS Technical Support Program (1992-Present); Co-Director, UNC NIH Fogarty Center (1998-Present); Associate Director, UNC-NIH Collaborative STD Center (1991-Present); Associate Director, UNC Center for AIDS Research (1998-present).
 Distinctions: NIH Merit Award, supporting ongoing investigation of the transmission of HIV (2005-2015); Doris Duke Fellowship, UNC; NIH Ellison and Fogarty Fellowships, UNC; NJ. Herbert Bate Distinguished Professor; O. Max Gardner Award, Highest Award, (2008).
 Selected Publications:
 2014 Cohen MS et al., "Effects of early versus delayed initiation of antiretroviral treatment on clinical outcomes of HIV-1 infection: results from the phase 3 HPTN 052 randomised controlled trial." *Lancet Infect Dis.* 2014 Apr;14(4):281-90.
 2013 Cohen MS et al., "Etiology of genital ulcer disease and association with HIV infection in Malawi." *Sex Transm Dis.* 2013 Dec;40(12):923-8.
 2013 Cohen MS et al., "Water, sanitation, and hygiene interventions to improve health among people living with HIV/AIDS: a systematic review." *AIDS.* 2013 Oct 23;27(16):2593-601.
 2011 Cohen MS et al., "HIV partner notification is effective and feasible in sub-Saharan Africa: opportunities for HIV treatment and prevention." *J Acquir Immune Defic Syndr.* 2011 Apr 15;56(5):437-42.

African Studies Center, UNC-CH

Patrick Conway

Professor and Chair, Economics

Appointment: 1983, tenured
 Education: PhD (1984) Princeton; MPA (1979) Princeton; BSFS (1975) Georgetown.
 Language: French (3)
 Specialization: Problems of developing and transition economies, the impact of IMF adjustment programs on developing economies, international trade and finance.
 World Area of Study: Africa (20%)
 Relevant Experience: Macroeconomic Forecasting Seminar, International Monetary Fund (2011); Research Associate, World Bank, Washington DC; Visiting Scholar, Research Department, International Monetary Fund.
 Distinctions: Bowman and Gordon Gray Professor (2007-2012); Jae Yeong Song and Chunuk Park Award for Excellence in Graduate Instruction, Economics (2003, 2005).
 Diss./Theses Supervised: 12
 Relevant Courses Taught: ECON 360, Survey of International and Development Economics; ECON 460, International Economics; ECON 560, Advanced International Economics.
 Selected Publications:
 2012 Conway, P. and Glitterman D., "Toward a 'Globally Competitive' Southern Workforce." Chapter 11 in Gitterman, D. and P. Coclanis, eds.: *A Way Forward: Building a Globally Competitive South*. Chapel Hill, NC: Global Research Institute, pp 67-72.
 2012 "Exchange Rate as Nominal Anchor in Emerging Economies: The Example of Ukraine." *Journal of Comparative Economics* 40/3, 2012, pp 438-456.
 2011 Ruben Atoyan and Patrick Conway, "Projecting Macroeconomic Outcomes: Evidence form the IMF." *Review of International Organizations* 6/4, 2011, p 415-441.
 2011 Conway, Patrick, "Case Use in Economics." Chapter 2 in K. McGoldrick and G. Hoyt, eds.: *International Handbook on Teaching and Learning Economics*, pp 37-47.
 2010 Akhlaque A., Conway P., and Shah M., "Incentives, Export and International Competitiveness in Sub-Saharan Africa: Lessons from the Apparel Industry." *Finance and Private Sector Division Discussion Paper*, Africa Department, World Bank.

Amy Cooke

Lecturer, Environment and Ecology

Appointment: 2009, not on tenure track
 Education: PhD (2007) UNC-CH.
 Language: German (1), Maasai (1), Swahili (3)
 Specialization: Political and human ecology in Eastern Africa, natural resources, agriculture and food security issues, and conservation.
 World Area of Study: Africa (100%)
 Relevant Experience: East Africa, Kenya, Tanzania; Agroforester, US Peace Corps/Kenya Tanzania (2001-3); Director of Undergraduate Education; Environment and Ecology.
 Distinctions: Fulbright-Hays Fellow (2000); AAUW Fellow (2003).
 Relevant Courses Taught: ENST 204, Seminar in Environmental Studies- Section Title: Community Based Conservation; ENST 266, Health, Population, and Environment in Contemporary Africa; ENST 370, Agriculture and the Environment; ENST 490, Special Topics in Ecology- Section Title: The Conservation and Ecology of African Savannas.
 Selected Pub/Pres:
 2009 Guest lecture: "Conservation and resources in an Interconnected World: global influences on Tanzanian Maasailand." University of North Carolina-Asheville; March 5, 2009.
 2008 Poster presentation: "The Ecology of Learning: the implications of switching from pastoralism to cultivation in Tanzania." American Association of Geographers, Boston; April 16, 2008.
 2007 Cooke, Amy. *Subdividing the Savanna: the Ecology of Change in Northern Tanzania*, PhD Dissertation.
 2006 Apple, Carly, Amy Cooke, Gabriel Cumming, Liz Matthews, Katerina Savvas and Dahl Winters. 2006. *Placing the Uwharrie National Forest into Context*. Report prepared for the North Carolina USDA Forest Service.

African Studies Center, UNC-CH

Pamela Cooper

Associate Professor, English and Comparative Literature

Appointment: 1990, tenured
 Education: PhD (1989) University of Toronto; MA (1984) University of Toronto; BA (1978) University of Witswatersrand.
 Specialization: Postcolonial Literature and Theory.
 World Area of Study: Africa (10%)
 Relevant Experience: Led UNC Study Abroad in South Africa (2012) and leading it in Fall 2014.
 Distinctions: Distinguished Teaching Award for Post-Baccalaureate Instruction (2013); University Professor of Distinguished Teaching (2007-2010).
 Selected Publications:
 1996 Cooper, P., "Imperial Topographies: The Spaces of History in *Waterland*," *Modern Fiction Studies* 42.2 (1996) 371-396.
 1991 Cooper, P. (1991). *The fictions of John Fowles: Power, creativity, femininity*. Ottawa [Ont.: University of Ottawa Press.

Altha Cravey

Associate Professor, Geography

Appointment: 1994, tenured
 Education: PhD (1993) University of Iowa; MS (1988) University of Wisconsin-Madison; BA (1985) Indiana University.
 Language: French (2), Spanish (3)
 Specialization: Globalization and work, gender, international development, transnationality.
 World Area of Study: Africa (10%)
 Relevant Experience: Led UNC Study Abroad Tanzania/Mexico Program, 2007.
 Distinctions: Ueltschi Award; Fellow, Institute of the Arts and Humanities, UNC-CH, 2000; National Council for Geographic Education, Journal of Geography Award: Best Content Article, 2001; co-investigator on major grants from National Institute of Health, 2000.
 Diss./Theses Supervised: 5
 Relevant Courses Taught: GEOG 056, Local Places in a Globalizing World; GEOG 130, Geographical Issues in the Developing World; GEOG 452, Mobile Geographies: The Political Economy of Migration.
 Selected Publications:
 2006 Cravey, Altha J. "Import Substitution Industrialization," In *Encyclopedia of Human Geography*. edited by Barney Warf, Altha Cravey, Dydia DeLyser, Larry Knopp, Dan Sui, and David Wilson. Thousand Oaks, CA: Sage Inc.
 2006 Encyclopedia of Human Geography. edited by Barney Wharf, Altha Jane Cravey, Dydia DeLyser, Larry Knopp, Dan Sui, and David Wilson. Thousand Oaks, CA: Sage Inc.
 2005 Cravey, Altha J. *Desire, Work, and Transnational Identity*. *Ethnography* 6, 2005.
 2005 Cravey, Altha J. "Working on the Global Assembly Line." In *A Companion to Feminist Geography*, edited by Joni Seager and Lise Nelson 109-122. London: Blackwell, 2005.

African Studies Center, UNC-CH

Sian Curtis

Research Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2002, tenured
 Education: PhD (1992) University of Southampton, UK; MSc (1989) University of Southampton, UK.
 Specialization: Women's health; contraceptive use; monitoring and evaluation of international population, maternal and child health, and HIV/AIDS programs; international maternal health Infant mortality.
 World Area of Study: Africa (30%)
 Relevant Experience: External Evaluation Group for S4CCM (2010); Director, MEASURE Evaluation project. Analyst, Demographic and Health Surveys Project. Consultant. Expert consultant for WHO Reproductive Health Division consultations; Principal Investigator on Global Health Epidemiology and Strategic Information Services Grant (2011-2016); Principal Investigator on MEASURE Evaluation Ethiopia Associate Award (2009-2013).
 Diss./Theses Supervised: 4
 Relevant Courses Taught: MHCH 716, International Family Planning and Reproductive Health.
 Selected Publications:
 2014 Levy, J. K., Curtis, S., Zimmer, C., & Speizer, I. S. (2014). Assessing Gaps and Poverty-Related Inequalities in the Public and Private Sector Family Planning Supply Environment of Urban Nigeria. *Journal of Urban Health*, 91(1), 186-210.
 2013 Marlow, H. M., Maman, S., Moodley, D., & Curtis, S. (2013). Postpartum Family Planning Service Provision in Durban, South Africa: Client and Provider Perspectives. *Health care for women international*, (ahead-of-print).
 2012 Singh K. Curtis S., Bloom S, "Global Maternal and Child Health." In Kotch, J. *Maternal and Child Health: Programs, Problems and Policies in Public Health*. 3rd ed Sunbury, MA: Jones and Bartlett Publishers.
 2012 Meghdadpour, S., Curtis, S., Pettifor, A., & MacPhail, C. (2012). Factors associated with substance use among orphaned and non-orphaned youth in South Africa. *Journal of adolescence*, 35(5), 1329-1340.
 2012 Curtis S., et al. "Beyond indicators: advances in global HIV monitoring and evaluation during the PEPFAR era." *JAIDS Journal of Acquired Immune Deficiency Syndromes* 60 (2012): S120-S126.

Robert Daniels

Distinguished Associate Professor, Anthropology

Appointment: 1969, tenured
 Education: PhD (1970), University Of Chicago.
 Language: Kalenjin (3), Swahili (2)
 Specialization: Cultural anthropology, social systems, kinship and ethnicity in Africa; use of cybernetic and ecological models to anthropological data, particularly African ethnology; the relationships between individual minds and cultural patterns, age-set systems, and ethnic boundaries.
 World Area of Study: Africa (75%)
 Relevant Experience: Kipsigis community, Kericho District Kenya.
 Relevant Courses Taught: ANTH 057, First Year Seminar: Today in Africa; ANTH 226, Peoples of Africa.
 Selected Publications:
 2010 Daniels, R. "Where is Anthropology When You Need It? Real World Problems and Reflexivity." (2010)
 1989 Daniels, R. E. "A Kipsigis Parable." In *Natural History*, 66-69.
 1982 Daniels, R. E., D. Johnson, G. Prater and P. Thomas. "Africa and Its Culture." In: *Africa and Its People: an Interdisciplinary Survey of the Continent*, edited by Mario J. Azevedo and Gwendolyn Prater, 1-24. Dubuque: Kendall/Hunt Publishing Co.
 1980 Daniels, R. E. "Pastoral values among vulnerable peasants: can the Kipsigis of Kenya keep the home fires burning." In *Predicting Sociocultural Change*, edited by S. Abbott, and J. van Willigen.

African Studies Center, UNC-CH

Sarah Dempsey

Associate Professor, Communication Studies

Appointment: 2005, tenured
 Education: PhD (2005) University of Colorado; MA (2001) Western Michigan University.
 Specialization: Communication, collaboration, and representation in relation to nonprofit, community-based, and gendered forms of organizing. Recent projects investigate the negotiation of accountability and grassroots representation by international NGOs, gendered representations of communication technologies, and the role of difference within transnational feminism.

World Area of Study: Africa (20%)
 Relevant Experience: Advisory Board Member, APPLIES Service Learning Program (2011-present); Associate Editor, *Culture and Organization*.

Distinctions: Spencer-Teagle Foundation Course Development Grant (2010-2011); Graduate Research Consultant Course Development Grant (2008, 2010, 2012).

Relevant Courses Taught: COMM 625, Communication and Nonprofits in the Global Context.

Selected Publications:

2013 Dempsey, Sarah, et al. "Connecting Organizational Communication Research to Classroom Teaching and Everyday Practice." (2013).

2012 Dempsey, Sarah E. "Nonprofits as Political Actors." *Management Communication Quarterly* 26.1 (2012): 147-151.

2011 Dempsey, S.E., Parker, P.S. & Krone, K, "Navigating Socio-Spatial Difference, Constructing Counter-Space: Insights from Transnational Feminist Praxis." *Journal of International and Intercultural Communication Research*, 4, 201-220.

2011 Dempsey, S.E., "NGOs as Communicative Actors Within Corporate Social Responsibility Efforts." In O. Ihlen, S. May, & J. Bartlett (Eds.), *Handbook of Communication and Corporate Social Responsibility*. (pp. 445-466). Oxford, UK: Wiley-Blackwell Publishing.

2011 Dempsey, S.E., "Organizing Difference from Transnational Feminisms." In D.K. Mumby (Ed.), *Reframing Difference in Organizational Communication Studies: Research, Pedagogy, and Practice*, (pp. 5-76). Thousand Oaks, CA: Sage.

2010 Dempsey, S.E., "Critiquing Community Engagement." *Management Communication Quarterly*, 24, 359-390.

Doria El Kerdany

Lecturer, Asian Studies

Appointment: 2009, not on tenure track
 Education: MA (2007) American University in Cairo, Egypt; (TAFL), Master of Arts in Teaching Arabic as a Foreign Language; BA (1980) Cairo University, Egypt.

Language: Arabic, Modern Standard (4), Arabic, Egyptian (4), Arabic, North Levantine (4), Arabic, South Levantine (4)

Specialization: Egyptian colloquial Arabic; Arabic instruction.

World Area of Study: Africa (25%)
 Relevant Experience: Lecture and Panel at the "Think Fast" around the Revolution in Egypt (2011); AUC OXF Conference on Language and Linguistics, Cairo (2006); *Al-Kitaab fii Ta'allum al 'Arabiyya* Trainings; colloquial Egyptian teaching trainings; AUC teacher of Arabic language classes for 2 years.

Relevant Courses Taught: ARAB 203-204, Intermediate Arabic; ARAB 305-306, Advanced Arabic; ARAB 407-408, Readings in Arabic.

Selected Publications:

2011 El Kerdany, Doria, *Rimal Naaema*, Cairo: Dar El Thaqafa El Gadidah Publishing House, August 2011.

African Studies Center, UNC-CH

Michael Emch

Professor and Chair, Geography

Appointment: 2006, tenured
 Education: PhD (1998) Michigan State; MA (1992) Miami of Ohio; BA (1987) Alfred University.
 Specialization: Medical geography; spatial epidemiology.
 World Area of Study: Africa (25%)
 Relevant Experience: Spatio-Temporal Patterns of Drug Resistant Malaria in the Democratic Republic of Congo. National Science Foundation, BSC-1339949, \$344,869 (2013-2016); Genetic epidemiology of malaria in the Democratic Republic of the Congo. National Institute of Allergies and Infectious Disease, National Institutes of Health, 1R56AI097609, \$488,403 (2012-2013); Scientific Review Committee, International Medical Geography Symposium (2013).
 Diss./Theses Supervised: 15
 Distinctions: Invited Speaker, World Malaria Day Event Hosted by the United States Senate Working Group on Malaria, Washington, D.C. (2012); Fulbright Senior Scholar Award (2011).
 Relevant Courses Taught: GEOG 445, Medical Geography.
 Selected Publications:
 2013 Carrel, M. and Emch, M. (2013) Genetics: A New Landscape for Medical Geography. *Annals of the Association of American Geographers*. DOI:10.1080/00045608.2013.784102.
 2013 Emch, M. and Carrel M. "Spatial Patterns of Malaria in the Democratic Republic of Congo: A Landscape Genetics Approach." *International Medical Geography Symp*, East Lansing, 7/9/13.
 2011 Reyburn, R.; Kim, DR.; Emch, M.; Khatib, A.; von Seidlein, L.; Ali, M. (2011) Climate Variability and Outbreaks of Cholera in Zanzibar, East Africa: A Time Series Analysis. *American Journal of Tropical Medicine & Hygiene*. 84(6): 862–869.
 2011 Messina, JP; Taylor, SM; Meshnick, SR; Linke, A; Tshetu, AK; Atua, B; Mwandagaliwa, K; Emch, M (2011) Population, Behavioral and Environmental Drivers of Malaria Prevalence in the Democratic Republic of Congo. *Malaria Journal*. 10:161.
 2010 Meade, M. and Emch, M. (2010) Medical Geography. 3rd Edition. The Guilford Press: New York.

Eugenia Eng

Director, WK Kellogg Health Scholars Program;

Professor, Health Behavior, Gillings School of Global Public Health

Appointment: 1984, tenured
 Education: PhD (1983) UNC-CH; MPH (1978) UNC-CH; BS (1970) University of Wisconsin-Madison.
 Language: Ewe (1), French (3)
 Specialization: Integration of community development and health education interventions in rural US and developing nations.
 World Area of Study: Africa (20%)
 Relevant Experience: Consultant to USAID and Health Systems 20/20 (2012); Faculty, NIH/OBSSR Training Institute, Engaging Communities to Improve Global Health: Reducing Disease Burden through Collaborative Approaches, South Africa (2010).
 Distinctions: Accountability for Cancer Cure through Undoing Racism and Equity Grant from National Cancer Institute (2012-2017); Pfizer Award for Excellence in Public Health Practice, Association of Schools of Public Health (2011); Center to Reduce CVD Disparities: Genes, Clinics, and Communities grant from National Cancer Institute (2010-2015).
 Diss./Theses Supervised: 28
 Selected Publications:
 2011 Vaz LME, Maman S, ENG E, Barbarin OA, Tshikandu T, Behets F, "Patterns of disclosure of HIV-status to infected children in a Sub-Saharan African setting." *Journal of Developmental & Behavioral Pediatrics*, 32(4): 307-315.
 2010 Watt MH, Maman S, Golin CE, Earp JA, ENG E, Bangdiwala S, Jacobson M, "Factors associated with self-reported adherence to antiretroviral therapy in a Tanzanian setting." *AIDS Care*, 22(3): 381-389.
 2010 Vaz, L. M., Eng, E., Maman, S., Tshikandu, T., & Behets, F. (2010). Telling children they have HIV: lessons learned from findings of a qualitative study in sub-Saharan Africa. *AIDS patient care and STDs*, 24(4), 247-256.

African Studies Center, UNC-CH

Carl W. Ernst

William R. Kenan, Jr. Distinguished Professor, Religious Studies

Appointment: 1992, tenured
 Education: PhD (1981) Harvard; A.B. (1973) Stanford University
 Language: Arabic, Modern Standard (3), French (3)
 Specialization: Islamic studies, premodern and contemporary Sufism.
 World Area of Study: Africa (20%)
 Relevant Experience: Director of the UNC-Chapel Hill Center for the Study of the Middle East and Muslim Civilizations; co-editor of the Islamic Civilization and Muslim Networks Series at the University of North Carolina Press; Fulbright Lecturing and Research Fellowship in Islamic Studies.
 Distinctions: Fellow, Institute for the Arts and Humanities, UNC (2014); Co-Principal Investigator, "Andrew Carnegie Centennial Fellowships in Support of Arab Region Social Science." (2013-2015); Principal Investigator, US Department of Education Title CI National Resource Center for Middle East Studies (2010-2014); Faculty Learning Community on Strategy and Leadership, Institute for the Arts and Humanities (2012).
 Diss./Theses Supervised: 6
 Relevant Courses Taught: RELI 180, Introduction to Islamic Civilization.
 Selected Publications:
 2014 Ernst, Carl W., "A Little Indicates Much: Structure and Meaning." In the Prefaces of Rumi's *Mathnawi* (Books I-III). *Mawlana Rumi Review V*.
 2013 Ernst, Carl W., "Ten Questions about Islamic Civilization." In *Islam for Journalists*, ed. Lawrence Pintak and Stephen Franklin (Social Science Research Council), pp 50-62.
 2013 Ernst, Carl W., "Traces of Sattari Sufism and Yoga in North Africa." *Oriente Moderno* XCII/2 (2013), pp. 361-367.
 2013 Ernst, Carl W., "The Global Significance of Arabic Language and Literature." *Religion Compass* 7/6, pp 191-200.
 2011 Ernst, Carl W., *How to Read the Qur'an: A New Guide with Select Translations*. Chapel Hill, NC: University of North Carolina Press.

Chris Faison

Coordinator, Minority Male Mentoring & Engagement, Center for Student Success and Academic Counseling

Appointment: 2013
 Education: PhD (2014) North Carolina State University; M.A.T. (2001) UNC-Chapel Hill, School of Education; BA (2000) UNC-Chapel Hill
 Specialization: Diversity initiatives; engaging, recruiting, retaining and supporting African-American, American Indian and Latino males through graduation and into their careers.
 Relevant Experience: Attended State Board of Education, Governor's Education Transformation Commission Task Force on Global Education (2013); CSSAC's mission is to assist students in achieving their academic goals, and provide support for students in developing the skills and strategies needed to achieve academic success; Financial Aid Office liaison to Carolina College Advising Corps (2007-10); Assistant Principal, Riverside High School, Durham, NC (2005-07).
 Distinctions: Education Pioneers Fellow, Prince George's County, MD (2012) ; Kappa Delta Phi International Honor Society in Education.

African Studies Center, UNC-CH

Alassane Fall

(Note: Will be replaced after July 2014)

Lecturer, African, African American, and Diaspora Studies

Appointment: 2011, not on tenure track
Education: PhD (2012) University of Kansas; MA (2004) University of Kansas; MA (2000) Gaston Berger University de Saint Louis, Senegal; BA (1999) Gaston Berger University de Saint Louis, Senegal.
Language: Wolof (5) French (5)
Specialization: Wolof language instruction; Senegal's trade policies and foreign policy.
World Area of Study: Africa (100%)
Relevant Experience: Outreach Coordinator, University of Kansas African Studies Center (2003-2006); Lecturer, University of Kansas (2001-2011)
Distinctions: Member of the Association For The Study of The Middle East and Africa (ASMEA); Member, Southeast African Literature and Languages Forum (SEALLF).
Relevant Courses Taught: AAAD 101, Introduction to Africa; WOLO 401-402, Elementary Wolof.
Selected Pub/Pres:
2012 Presented talk: "Senegal Today" at World View Contemporary Africa Seminar, Chapel Hill, NC (March, 2012).
2010 Mid America Alliance for African Studies, Celebration, Reflection, and Visualization; "Analysis of Senegal's Trade Policies toward the West and the Muslim World: Case Study of France, the United States of America, and Dubai," University of Kansas (2010).
2006 "United States and France's Relationship towards West African Francophone Countries: Foreign Policy, Cooperation and Conflicts", Center For African Peace & Conflict Resolution , California State University, December 2006.

Donato Fhunsu

Lecturer, African, African American, and Diaspora Studies

Appointment: 2008, not on tenure track
Education: PhD (anticipated December, 2014) UNC-Chapel Hill; MA (2001) Kent State University; BA (1995) University of Kansas.
Language: French (5), Lingala (5)
Specialization: The pedagogy of Bantu languages (Lingala) and Romance languages (French and Spanish); translation studies; African literature; African Diaspora literature; spirituality, religion, and literature.
World Area of Study: Africa (100%)
Relevant Courses Taught: AAAD 200, Gender and Sexuality in Africa; AAAD 201, The Literature of Africa; AAAD 421, Introduction to the Languages of Africa; AAAD 485, Black Atlantic Crosscurrents; LGLA 401-401, Beginning Lingala; LGLA 403-404, Intermediate Lingala.

African Studies Center, UNC-CH

Dominique Fisher

Professor, Romance Languages

Appointment: 1990, tenured
Education: PhD (1987) UC-Berkeley.
Language: French (4)
Specialization: Francophone Studies (The Maghreb, Quebec, and literatures migrantes), Fin-de-siecle literatures, Literary and cultural theory, European Studies.
World Area of Study: Africa (50%)
Relevant Experience: Conference organizer of "Globalization/Multiculturalism" at UNC-Chapel Hill.
Diss./Theses Supervised: 10
Relevant Courses Taught: FREN 375, Francophone Studies; FREN 380, French & Francophone Drama; FREN 381, French & Francophone Poetry; FREN 382, French & Francophone Prose; FREN 615, Readings in Francophone Literature; ROML 054, First Year Seminar: Issues in Francophone Literature.

Selected Publications:

- 2011 A Review of "L'Épreuve de la Béance: L'Écriture nomade chez Hédi Bouraoui." *Symposium*. Vol. 65, No. 4: 307-315.
- 2011 Fisher, Dominique, "L'esthétique et la politique du réel dans la littérature aujourd'hui." *Art et Politique*. Lucille Beaudry, Caroline Ferrer, Jean-Christian Pleau, Eds. (Québec, Presses de l'Université du Québec): 59-73.
- 2011 Fisher, Dominique, "Invisibilités et mises en scènes de l'homophobie : Variations françaises et québécoises, ou du Placard à C.R.A.Z.Y." *Cinematic Queerness*. Florian Grandena, Chhristina Jonston, Eds. (New York, Peter Lang): 247-264.
- 2010 Fisher, Dominique, "Territoires et frontières du hors dans *Le Bonheur a la queue glissante*." *Nouvelles Francographies*, 2/1, 2010 : 25-32.
- 2010 Fisher, Dominique, "Vers une littérature-monde? Transfigurations de l'identitaire et du territoire de Marie-Claire Blais à Ying Chen." *Culture Québécoise et valeurs universelles*, Yvan Lamonde, Jonathan Livernois, Ed. (Québec : Presses de l'Université Laval, 2010) : 79-96.

Gregory Gangi

Associate Director for Education and Clinical Assistant Professor, Institute for the Environment;
Senior Lecturer, Environment and Ecology

Appointment: Not on tenure track
Education: PhD (1999) UNC-CH; MA (1991) University of South Carolina at Columbia.
Specialization: Experiential education; conservation; environmental policy.
World Area of Study: Africa (20%)
Relevant Experience: Relationship between environment and society; conservation and sustainable development.
Distinctions: Tanner Award (2010); Undergraduate Teaching Award (2006).
Relevant Courses Taught: ENST 225H, Water Resource Management and Human Rights; ENST 490, Special Topics in Environmental Studies.

African Studies Center, UNC-CH

Clark Gray

Assistant Professor, Geography

Appointment: 2011, on tenure track
 Education: PhD (2008) UNC-CH; BS (1999) UNC-CH.
 Specialization: Population, environment, and development; survey and statistical methods; interactions between rural livelihoods, household well-being, environmental change; human dimensions of soil degradation.
 World Area of Study: Africa (25%)
 Relevant Experience: Plenary presentation to the World View Community College Symposium on *Population and Migration: A World on the Move* (2012); Seminar presentation for the *International Food Policy Research Institute* (2012) for “Soil Quality and Human Migration in Kenya and Uganda”; Chair of Geography Colloquium Committee (2012); NSF Geography and Spatial Sciences BCS Grant (2012-2015) for “The Relationship between Soil Degradation, Rural Livelihoods, and Household Well-Being”; NIH Pathway to Independence Grant (2009-2014); Faculty Research Award, UNC African Studies Center (2013).
 Distinctions: Nystrom Dissertation Award, Association of American Geographers (2010).
 Selected Publications:
 2014 Timothy Baird and Clark Gray, “Livelihood Diversification and Shifting Social Networks of Exchange: A Social Network Transition?” *World Development* 60: 14–30.
 2013 Clark Gray. (2013). “Human Migration in a Changing Climate.” Book review essay. *Global Environmental Politics* 13(1): 128-132.
 2012 Clark Gray and Valerie Mueller, “Drought and Population Mobility in Rural Ethiopia.” *World Development* 40(1): 134–145.
 2011 Clark Gray, “Soil Quality and Human Migration in Kenya and Uganda.” *Global Environmental Change* 21(2): 421–430.

Suzanne Gulledge

Clinical Professor of Teacher Education, Curriculum and Instruction, and Chair of the Faculty, School of Education

Appointment: 1999, tenured
 Education: PhD (1983) Duke; M.Ed (1978) Duke; AB (1974) Duke University.
 Language: French (2)
 Specialization: Middle grades education; curriculum and instruction; pedagogy; reflective practice; supervision; global studies.
 World Area of Study: Africa (25%)
 Relevant Experience: Created first School of Education teacher education program study abroad semester in Cape Town, South Africa (2010); Vice chair of Teaching and Learning area (2009-2011); Carolina Faculty Council Executive Committee; Center for Faculty Excellence; APPLES Service Learning Program; Carolina Navigators of the Center for Global Education/
 Distinctions: University Engaged Scholar, UNC-Chapel Hill (2009); Member State Task Force on Middle Grades Education (2001-present); Coordinator of MEdX (Masters for Experienced Teachers) Program (2010-2012).
 Diss./Theses Supervised: 5
 Selected Publications:
 Under Revision Gulledge, Suzanne A. “Experiential Schooling and Reform in Teacher Education.”
 2010 Gulledge, Suzanne A. “The Middle School and Global Perspectives,” *North Carolina Middle School Journal*.
 2009 Gulledge, Suzanne A. “Preparing Young Adolescents for Global Citizenship,” *Journal of International Social Studies*, 2009 .
 2007 Gulledge, Suzanne A. “Global Education as Good pedagogy,” *Learn NC Journal*.

African Studies Center, UNC-CH

Zeina Halabi

Assistant Professor, Asian Studies

Appointment: 2012, on tenure track
 Education: PhD (2011) University of Texas-Austin; MA (2002) London School of Economics and Political Science; BA (2001) American University of Beirut.
 Language: Arabic (5)
 Specialization: Arabic language instruction. Memory, mourning, and commemoration in literature.
 World Area of Study: Africa (25%)
 Relevant Experience: Arabic language instruction; postdoctoral fellow in EUME "Europe in the Middle East-Middle East in Europe" (2012-13);
 Relevant Courses Taught: Arabic 407, Readings in Arabic I; ARAB 408, Readings in Arabic II
 Selected Publications:
 2013 "Selections from Nazira Zeineddine's *al-Sufūr wa-l-ḥijāb*" translated with Miriam Cooke in *The Arab Renaissance: Thought, Literature, Culture*. Anthology of Nahda Writings, Modern Language Association (MLA) Book Series, *Texts and Translations* Ed. Tarek El-Ariss (Jan. 2013)
 2011 Halabi, Zeina, Writing Melancholy: The Death of the Intellectual in Modern Arabic Literature, Diss. UT-Austin, 2011.

Mohamed Hamed

Middle Eastern and African Studies Librarian, University Libraries

Appointment: 2010, not tenured
 Education: PhD (ABD) Cairo University; MA (2007) Cairo University; BA (1998) Cairo University.
 Language: Arabic (5) Persian (3) Hebrew (1)
 Specialization: Global resources and area studies/research and instruction services; on-going assessment of collections and services, development of web-based guides for Middle East and African Studies.
 World Area of Study: Africa (50%)
 Relevant Experience: Training for Africana collections and services (2012); Center for Research Libraries (CRL) training on Middle East and Africa collections and services (2012); Africa and Middle Eastern Division (AMED) Library of Congress, Training on Middle East and Africa collections and services in the Library (2012); Malawi Culture and Chichewa Language workshop (2011); African Studies Association (ASA) Pre-conference Workshop: Library of Congress Collections and Services, by African and Middle Eastern Division (AMED) team (2011); update Duke-UNC Consortium agreements for Middle East and African Studies; development of Business Arabic materials.
 Distinctions: Advisory Board of Educating Librarians in the Middle East in the 21st century; Middle East Librarians Association's Cataloging Committee; Africana Librarians Council's Web Archiving Committee (member for Arabic speaking countries in Africa); Member, African Librarians Council.
 Relevant Courses Taught: ARAB 101, Beginning Arabic; ARAB 308, Arabic Languages Across the Curriculum.
 Selected Pub/Pres:
 2014 *Arabic for Librarians*. A workshop conducted in the School of Information and Library Science, April 2014.
 2014 *Don't go it alone: Cooperative Area Studies Collection Development in the Triangle*. The annual LAUNC-CH conference March 2014.
 2013 *The Arab Academic Libraries*. A paper published in the conference proceedings for the Arab Federation for Libraries and Information in Saudi Arabia, November 2013.
 2012 *North Africa's Challenges for Democracy: Egypt, a Year After 1/11*. A presentation at Friday Center during the World View program and workshops, March 2012.

African Studies Center, UNC-CH

Sudhanshu Handa Professor, Public Policy

Appointment: 2003, tenured.
Education: PhD (1993) University of Toronto.
Language: Portuguese (2) Spanish (3)
Specialization: Household economic and demographic behavior in developing countries, particularly the role of public policy in conditioning household demographic choices; population and human resource economics; social policy and safety nets; applied development microeconomics; international development; and poverty.
World Area of Study: Africa (25%)
Relevant Experience: UNICEF Impact Evaluation of the Malawi Social Cash Transfer Program (2012-2014); 3IE Impact Growth and Protection Impacts of Zimbabwe's Social Cash Transfer Program (2012-2014); 3IE Impact Economic Growth and Risk Reduction in Malawi's Social Cash Transfer Scheme (2012-2014); UNICEF Impact Evaluation of Social Protection in Zambia (2011-2014); NIMH Social Cash Transfers, Household Risk and HIV Prevention in Kenya (2011-2013); IHI Impact Evaluation of Project Five Alive! in Ghana (2010-2013); UNICEF and Department for International Development (UK) Impact Evaluation of Zambia's Cash Transfer Programs (2010-2015); Save the Children Fund UK and UNICEF Multi-Country Impact Evaluation of Cash Transfer Programs and Children in Africa (2010-2011).
Distinctions UNC Academic Leadership Program, Institute for Arts & Humanities (2011-2012); nominated Best Graduate Advisor, UNC School of Graduate Studies (2009).
Diss./Theses Supervised 21
Relevant Courses Taught: PLCY 895, Topics in Poverty and Human Resource Development.
Selected Publications:
 2013 Singh K., Speizer I., Handa S., Boadu R.O., Atinbire S., Barker P.M., and Twum-Danso N.A.Y. (2013) Impact evaluation of a quality improvement intervention on maternal and child health outcomes in Northern Ghana: early assessment of a national scale-up project. *Int J Qual Health Care* 25: 477-487.
 2013 Rosenberg M., Pettifor A., Thirumurthy H., Halpern C.T. and Handa S. (2013) The Impact of a National Poverty Reduction Program on the Characteristics of Sex Partners Among Kenyan Adolescents. *AIDS and Behavior*. doi: 10.1007/s10461-013-0487-z.
 2012 Davis B., Gaadrer M., Handa S. and Yablonski J. (2012) Evaluating the Impact of Cash Transfer Programmes in Sub-Saharan Africa: an Introduction to the Special Issue. *Journal of Development Effectiveness* 4(1):1-8.
 2010 Campbell P., Handa S., Moroni M., Odongo S., and Palermo T. (2010) Assessing the orphan effect in determining development outcomes for children in 11 Eastern and Southern African countries. *Vulnerable Children and Youth Studies* 5(1): 12-32.
 2010 Handa, S., Koch S. & Shuwen Ng (2010) Child Mortality in Eastern & Southern Africa. *Population Review* 49(1): 8-35.

Mamie-Eleanor Sackey Harris

Africa Programs Director, UNC Institute for Global Health and Infectious Diseases

Education: MPH (2008) UNC-CH; MS (2001) Virginia Polytechnic Institute and State University.
Language: Akan (4) French (1) Spanish (1)
World Area of Study: Africa (100%)
Relevant Experience: More than six years of professional engagement in Africa as Project Manager for Action Against Hunger (ACF - USA); Supplementary and Therapeutic feeding programs, community based nutrition, food security and livelihoods in Southern Sudan; School Feeding and Education Associate Consultant for World Food Program in Kenya, Somalia, Barbados, Trinidad and Tobago, St. Christopher and Nevis; Clinical Biochemistry and Dietetics at Korle-bu Teaching Hospital in Ghana; and MPH thesis on Access to HIV/AIDS Care process analysis among health care workers in Swaziland.
Relevant courses taught HPM 660, International and Comparative Health Systems.

African Studies Center, UNC-CH

Irving Hoffman

Research Associate Professor, Medicine;

Director of International Operations, UNC Institute for Global Health and Infectious Diseases

Appointment: 1993, not tenured
 Education: MPH (1994) UNC-CH.
 Specialization: STD therapy in developing countries; STD health care, administration and policy.
 World Area of Study: Africa (100%)
 Relevant Experience: Director of the UNC Project in Malawi.
 Selected Publications:

2014 Hamela G., Kabondo C., Tembo T., Zimba C., Kamanga E., Mofolo I., Bulla B., Sellers C., Nakanga R.C., Lee C., Martinson F., Hoffman I., van der Horst C., and Hosseinipour M.C. (2014) Evaluating the benefits of incorporating traditional birth attendants in HIV prevention of mother to child transmission service delivery in Lilongwe, Malawi. *Afr J Reprod Health* 18 (1) 27-34.

2014 Rosenberg N.E., Kamanga G., Pettifor A.E., Bonongwe N., Mapanje C., Rutstein S.E., Ward M., Hoffman I.F., Martison F., and Miller W.C. (2014) STI Patients Are Effective Recruiters of Undiagnosed Cases of HIV: Results of a Social Contact Recruitment Study in Malawi. *J Acquir Immune Defic Syndr*. 15; 65(5).

2014 Maliwichi M., Rosenberg NE, Macfie R., Olson D., Hoffman I., van der Horst C.M., Kazembe P.N., Hosseinipour M.C., and McCollum E.D. (2014) CD4 count outperforms World Health Organization clinical algorithm for point-of-care HIV diagnosis among hospitalised HIV-exposed Malawian infants. *Trop Med Int Health*. doi: 10.1111/tmi.12326.

2014 McCollum E.D., Preidis G.A., Maliwichi M., Olson D., McCrary L.M., Kazembe P.N., Horst Cv, Hoffman I., and Hosseinipour M.C. (2014) Clinical Versus Rapid Molecular HIV Diagnosis in Hospitalized African Infants: A Randomized Controlled Trial Simulating Point-of-Care Infant Testing. *J Acquir Immune Defic Syndr*. 66(1): e23-30.

2014 Chasela C.S., Kourtis AP, Wall P., Drobeniuc J., Kind C.C., Thai H., Teshale E.H., Hosseinipour M., Ellington S., Codd M.B., Jamieson D.J., Knight R., Fitzpatrick P., Kamili S., Hoffman I., Kayira D., Mumba N., Kamwendo D.D., Martinson F., Powderly W., Teo G.G., van der Host C., and BAN Study Team (2014) Hepatitis B virus infection among HIV-infected pregnant women in Malawi and transmission to infants. *J Hepatol* 60(3):508-14.

Donald Hornstein

Aubrey L. Brooks Professor of Law, School of Law

Appointment: 1987, tenured
 Education: Juris Doctor (1981) University of Oregon.
 Specialization: Environmental law, administrative law, insurance law, natural resources law, and international rivers.
 World Area of Study: Africa (20%)
 Relevant Experience: Fulbright Scholar in Eritrea (1996-1997).
 Distinctions: UNC Law School McCall Award for Teaching Excellence.
 Selected Publications:

2013 Hornstein, D.T., *Environmental Law and Policy*, Chapel Hill: UNC Press, 2013.

2010 Hornstein, D. T. (2010). Environmental Role of Agriculture in an Era of Carbon Caps, *The. Health Matrix*, 20, 145.

2007 Hornstein, D. (2007) The Road Also Taken: Lessons from Organic Agriculture for Market- and Risk-Based Regulation. *DUKE Law Journal*, 56.

2006 Hornstein, D. T. (2006) The Data Wars, Adaptive Management, and the Irony of" Sound Science. *Rescuing Science from Politics: Regulation and the Distortion of Scientific Truth*, 103-119.

African Studies Center, UNC-CH

Pamela Jagger

Assistant Professor, Public Policy

Appointment: 2010, on tenure track
 Education: PhD (2009) Indiana University.
 Language: French (1) Swahili (1)
 Specialization: Role of environmental income in poverty reduction and societal inequality; household level outcomes of forest sector decentralization; relationship between natural resource institutions and poverty reduction; outcomes from reducing emissions from deforestation and forest degradation (REDD+) projects; distributional effects of the structure of forest product value chains; research design and methods for understanding household level outcomes of natural resource management policies.

World Area of Study: Africa (90%)
 Distinctions: NSF Political Science Young Scholar's Award (2012); Convener, Carolina Seminar on Global Climate Change (2011).

Relevant Courses Taught: PLCY 475, The Political Economy of Food; PLCY 520, Environment and Development; PLCY 799, Collaborative Research on Reducing Emissions from Deforestation and Forest Degradation.

Relevant Experience: PI, NIH National Institute of Child Health and Human Development Award *Population, Environment and Health Dynamics of Biomass Fuel Use in Sub-Saharan Africa* (2012-2017); PI, NSF *Evaluating the Welfare and Forest Cover Impacts of Uganda's Forest Sector Governance Reform* (2012-2014); PI, UNC-CH, Gillings School of Global Public Health, *Explorations in Global Health* Grant (2012); Canadian Institutes for Health Research funding for *Economic Evaluation of a Rural Community AIDs Treatment Program in Kabarole, Uganda* with University of Alberta, Makerere University and Kabarole Research Center; Senior Associate, Center for International Forestry Research (2009 - Present); PI, Center for International Forestry Research *Poverty Environment Network* Grant (2006); Visiting Researcher, Makerere University, Kampala.

Selected publications

| | |
|------|---|
| 2014 | Jagger P. and Shively G. (2014). Land Use Change, Fuel Use and Respiratory Health in Uganda. <i>Energy Policy</i> 67: 713-726. |
| 2012 | Jagger P., Shively G. and Arinaitwe A. (2012) Circular Migration, Small-scale Logging and Livelihoods in Uganda. <i>Population and Environment</i> 34:217-234. |
| 2010 | Jagger P. (2010) Forest Sector Reform, Livelihoods and Sustainability in Western Uganda. <i>Governing Africa's Forests in a Globalized World</i> , L. German, A. Karsenty and A.M. Tiani eds. London, UK: Earthscan Publications Ltd. and Center for International Forestry Research. |
| 2008 | Jagger P. and Luckert M.K. (2008) Investments and Returns from Cooperative and Household Managed Woodlots in Zimbabwe: Implications for Rural Afforestation Policy. <i>Land Use Policy</i> 25(1): 139-152. |

Robert Jenkins

Senior Lecturer, Political Science; Director, Center for Slavic, Eurasian, and East European Studies

Appointment: 1999, not on tenure track
 Education: PhD (1987) University of Wisconsin-Madison.
 Specialization: Post-Communist state and society; ethnic conflict; international intervention; state building.
 World Area of Study: Africa (10%)
 Relevant Experience: Led UNC Honors Abroad in Cape Town (2013).
 Diss./Theses Supervised: 12
 Selected Pub/Pres:

| | |
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| 2012 | "Facing Roadblocks: the Contradictions of External Approaches in the Western Balkans." Paper presented at the World Convention of the Association for the Study of Nationalities, New York, April 20, 2012. |
| 2011 | Conflict, Vision, and Capacity: Evaluating International Activities in the former Yugoslavia," Paper presented at the World Convention of the Association for the Study of Nationalities, New York, April 14, 2011. |
| 2002 | "Labor Markets and Economic Transformation in Post-Communist Europe," in Sourcebook on Labor Markets: Evolving Structures and Processes, Ivar Berg and Arne Kalleberg, eds. New York: Kluwer Academic/Plenum 2002 |

African Studies Center, UNC-CH

Joseph Jordan

Director, Sonja Haynes Stone Center for Black Culture and History

Appointment: 2001, not tenured
 Education: PhD (1983) Howard; MS (1978) Ohio State; MA (1974) Ohio State; BA (1973) Norfolk State University.
 Language: French (1) Portuguese (1) Spanish (1)
 Specialization: Cultural politics of race, identity and artistic production in the African diaspora, explored through representations in visual and other creative arts.
 World Area of Study: Africa (40%)
 Relevant Experience: Authored policy papers for Library of Congress, the National Institute for Public Management, TransAfrica Forum, The DC Humanities Council, and The North Carolina Humanities Council; Project development in Cape Verde and Senegal; former visiting Professor Instituto Superior de Educação, Praia, Ilha do Santiago, Cape Verde, West Africa; Sr. Research Specialist /Africa (Supervisory) Library of Congress, Federal Research Division, Washington, D.C. (1983-1988).
 Distinctions: Board member, National Council for Black Studies; Editorial Advisory Board, *The Black Scholar Journal of Black Studies and Research*; Editorial Board, *PALARA* – Publication of the Afro-Latin American Research Association.
 Diss./Theses Supervised: 5
 Selected Publications:
 2013 Jordan, J. (2013) Can the Artist Speak? Hamid Kachmar's Subversive Redemptive Art of Resistance. *Bodies of Knowledge: Interviews, African Art, and Scholarly Narratives*. Joanna Grabski and Carol Magee, eds., Indiana University Press.
 2012 Flores-Rodriguez, F. , Jordan, J., guest editors, "The Continuing Relevance of Fanonian Thought: Remembering the Life and Work of Frantz Fanon" *The Black Scholar*, Fall-Win, 2012, volume 42.
 2008 Jordan, J. (2008) *Afro-Colombia: A Case for Pan-African Analysis in Transnational Blackness: Navigating the Global Color-Line*. Manning Marable, ed. Palgrave Macmillan.
 2007 Jordan, J. (2007) The Call of Revolution: The Anti-Apartheid Movement in the 1970's (chapter). *No Easy Victories: African Liberation and American Activists, 1953-2002: An Africa Action Book*. Edited by Charles Cobb, Jr., Gail Hovey, and William Minter, Africa World Press.
 2007 Jordan J. (2007) Zimbabwe: Once Again, No Easy Victories. *Black Agenda Report: The Journal of African-American Political Thought and Action*.

Thomas Kelley

Paul B. Eaton Distinguished Professor, School of Law

Appointment: 1999, tenured
 Education: JD (1991) Northeastern University; AB (1984) Harvard.
 Language: French (3) German (1) Zarma (2)
 Specialization: African customary law; law and development; comparative law; law of emerging nations; law of nonprofit organizations and philanthropy; and community development law.
 World Area of Study: Africa (30%)
 Relevant Experience: Research in Niger, Ghana, Benin, South Africa, and Mozambique; led summer-study abroad program, Rwanda (2013).
 Distinctions: Fulbright Scholar and Visiting Professor at University of Niamey, Niger (2003-2004); Chadbourn Award of UNC Law for excellence in academic scholarship (2009).
 Relevant Courses Taught: LAW 457, African Law and Development.
 Selected Publications:
 2012 Kelley T. (2012) Corruption as institution among small businesses in Africa. *Florida Journal of International Law* 24: 1-54.
 2011 Kelley T. (2011) Wait! That's Not What We Meant by Civil Society: Questioning the NGO Orthodoxy in West Africa, *Brooklyn Journal of International Law* 36, 993.
 2008 Kelley T. (2008) Unintended Consequences of Legal Westernization in Niger: Harming Contemporary Slaves by Reconceptualizing Property. *American Journal of Comparative Law* 56: 999-1038
 2007 Kelley T. (2007) Exporting Western Law to the Developing World: The Troubling Case of Niger, *The George Washington International Law Review* 321.

African Studies Center, UNC-CH

Tanya Kinsella

Coordinator, Languages Across the Curriculum Program; Undergraduate Academic Coordinator, European Studies

Appointment: 2005, not tenured

Education: PhD (2001) UNC-CH; MA (1994) UNC-CH; BA (1992) Virginia Polytechnic Institute

Language: Arabic (1) French (3) German (5)

Specialization: Languages Across the Curriculum; German literature, language, and culture; 18th c. aesthetics.

World Area of Study: Africa (10%)

Relevant Experience: LAC program development; oversee Graduate Certificate in LAC Instruction; Outside Evaluator, Appalachian State University project: "Making Local to Global Connections" (FY 2010-2012).

Distinctions: Chair, Cultures and Languages Across the Curriculum Consortium (2013-present).

Relevant Courses Taught: GLBL 789, Teaching Languages Across the Curriculum.

Selected Pub/Pres:

2013 "Funding CLAC Programs," preconference workshop presented with Judy Krutky (Baldwin Wallace University) at the Cultures and LAC Conference, Richmond, VA, Sept. 19-20, 2013.

2012 "From CLIL to CLAC and CLAC to CLIL: A Collaborative Discussion of Effective Teaching Practices at the Postsecondary Level," awareness session presented at the Content and Language Integrated Learning Symposium, Universidad del Norte; Barranquilla, October 5-6, 2012.

2012 "CLAC in a Nutshell," plenary presented at the Cultures and Languages Across the Curriculum Conference, University of Minnesota; Minneapolis, MN; March 9-10, 2012

Michael Lambert

Associate Professor, African, African American, and Diaspora Studies; Director, African Studies Center

Appointment: 1996, tenured

Education: PhD (1994) Harvard; A.M. (1991) Harvard; BA (1981) William and Mary.

Language: French (4) Fulfulde, Pulaar (2) Jola-Fogny (3) Wolof (3)

Specialization: Political anthropology, warfare, nationalism, migration, and urbanization.

World Area of Study: Africa (100%)

Relevant Experience: Research in Senegal (1996, 1997, 1998, 2000, 2002, 2004, 2008, 2010); Honor's Study Abroad Program Director, South Africa (2004, 2011); Fulbright-Hays Fellowship, Senegal (1987-1990); Peace Corps volunteer, Mauritania, West Africa (1981-1983); PI: Department of Education National Resource Center (NRC) grant (2010-2014) and Foreign Language and Area Studies (FLAS) grant (2010-2014).

Distinctions: Faculty Fellow of the Institute for Arts and Humanities (2004-Present); Blackwell Fellow, Institute for Arts and Humanities (2004).

Relevant Courses Taught: AAAD 101, Introduction to Africa; AAAD 214, Ethnography of Africa; AAAD 315, Political Protest and Conflict in Africa; AAAD 412, Regional Seminar in African Studies; AAAD 487, Intellectual Currents in African and African Diaspora Studies.

Selected Publications:

2014 (forthcoming) "Teach Our Children Well: On Addressing Negative Stereotypes in Schools." With Valerie Lambert. Forthcoming in *American Indian Quarterly*.

2014 "Economic Community of West African States." *Oxford Companion to International Relations*, edited by Joel Krieger (New York: Oxford University Press, 2014).

2012 "Who is Ansar Dine?" With Jason Warner. *Fareed Zakaria Global Public Square*. Published online. <http://globalpublicsquare.blogs.cnn.com/2012/08/14/who-are-ansar-dine/>.

2008 Lambert M. (2008) Réflexions sur le Multilocalisme et les Migrations Internationales au Sud du Sénégal et ailleurs. *Revue Asylon(s)* 3. <http://terra.rezo.net/article711.html>.

2007 Lambert M. (2007) Politics, Patriarchy, and New Traditions: Understanding Female Migration among the Jola (Senegal, West Africa). *Cultures of Migration: African Perspectives*, edited by Hans Peter Hahn et George Klute, 129-148. Berlin, Lit Verlag, Dr. W. Hopf.

2005 "Senegal." *The World Book Encyclopedia* (Chicago: World Book Publishing, 2005)

2002 Lambert M. (2002) La marginalisation économique des communautés diolas à la fin du vingtième siècle. *Sénégal: Du 'socialisme' à l'ajustement structurel. Quelles politiques pour le XXIe siècle*, edited by Momar-Coumba Diop. Paris, Karthala.

2002 Lambert, Michael. *Longing for Exile: Migration and the Making of a Translocal Community in Senegal, West Africa*. Heinemann: Portsmouth, NH, 2002.

African Studies Center, UNC-CH

Valerie Lambert

Associate Professor, Anthropology

Appointment: 2001, tenured
Education: PhD (1999) Harvard; A.M. (1994) Harvard; A.B. (1987) Smith College.
Language: French (2) Spanish (2)
Specialization: Indigenous peoples.
World Area of Study: Africa (10%)
Relevant Experience: Comparative research in South Africa on issues of indigeneity and relationships to natural resources. (2011); Nama and Khoi San Tribes. Ethnographic field research in South Africa on tribal nation building, federal-tribal relations, and conflicts over natural resources. (2004).
Distinctions: Board Member, Association of Indigenous Anthropologists (2012 - 2014); President, Association of Indigenous Anthropologists (2010 – 2012); UNC Center for Global Initiatives Course Development Grant (2012); Departmental Diversity Liaison, University of North Carolina at Chapel Hill (2012 – present); Editorial Board Member, *American Anthropologist* (2012 – present).
Relevant Courses Taught: ANTH 102, Introduction to Cultural Anthropology; ANTH 306, Water and Inequality.
Selected Publications:
 2014 2014 (with Michael Lambert), “Teach Our Children Well.” *American Indian Quarterly* Volume 38, Number 4 (Fall 2014).
 2009 2009. Review of *The Choctaws in Oklahoma: From Tribe to Nation, 1855 – 1970* by Clara Sue Kidwell. *Ethnohistory* 56: 1, 217-18.

Margaret Lee

Associate Professor, African, African American, and Diaspora Studies

Appointment: 2006, tenured
Education: PhD (1985) Univ. of Pittsburgh; MA (1981) Univ. of Pittsburgh; BA (1976) Spelman College.
Specialization: Southern African politics; regional integration in Africa; African political economy.
World Area of Study: Africa (100%)
Relevant Experience: Faculty Director, UNC Honors Study Abroad Program in Cape Town (2009); Consultant, Transatlantic Slave Trade Commission, State of Illinois (2007-2008); Adjunct Faculty, Africa Center for Strategic Studies, National Defense University, US Dept. of Defense (2002-2008); Advisor, Harry Frank Guggenheim Foundation Project on *Violence in Social and Political Transitions in Africa* (2007); Co-organizer, Harry Frank Guggenheim Foundation Conference on “China and Africa,” Centre for Chinese Studies, University of Stellenbosch, South Africa (2007).
Distinctions: John L. Turner Fellow, Institute for the Arts and Humanities (2011); Faculty Advisory Board, Institute for the Arts and Humanities, UNC-CH (2013-2016).
Relevant Courses Taught: AAAD 101, Introduction to Africa; AAAD 212, Africa in the Global System; AAAD 290, Topics in African, African American, and Diaspora Studies; AAAD 301, Contemporary China-Africa Relations; AAAD 307, 21st Century Scramble for Africa.
Selected Publications:
 2014 (forthcoming) Lee, M.C., *Africa's World Trade: Informal Economies and Globalization from Below*. London and New York: Zed Books; Uppsala, Sweden: The Nordic Africa Institute (forthcoming 2014).
 2014 (forthcoming) Megan M. McLaughlin, Margaret C. Lee, Brian J. Hall, Marc Balterys, Li Ling, and Joseph D. Tucker, “Improving health services for African migrants in China: a health diplomacy perspective.” *Global Public Health* (forthcoming 2014).
 2013 *African American Perceptions of Obama*, Africa Institute of South Africa, Policy Briefing No. 86, Pretoria, South Africa, April 2013.
 2009 “Trade Relations between the European Union and Africa Under the Cotonou Agreement: Repartitioning and Reolonizing the Continent?” in Henning Melber and Roger Southall, eds., *A New Scramble? Imperialism, Investment and Development in Africa*, Kwazulu Natal, South Africa: University of Kwazulu Natal Press, 2009, pp. 83-110.
 2008 Lee M.C. (2008) Trade Relations between the European Union and Sub-Saharan Africa: Repartitioning and Economic Colonization of a Continent? *The New Scramble for Africa*, John Daniel, Henning Melber, and Roger Southall, eds., Pretoria, South Africa: Human Sciences Research Council; Uppsala, Sweden: Nordic Africa Institute.

African Studies Center, UNC-CH

Donna LeFebvre

Senior Lecturer; Director of Internships, Political Science

Appointment: 1984, not tenured
 Education: JD (1975) UNC-CH.
 Specialization: International criminal court, genocide, crimes against humanity and war crimes, human rights, violence against women-US and globally, civil rights, and US criminal law.
 World Area of Study: Africa (50%)
 Relevant Experience: Resident Director and Professor, Cape Town Study Abroad Honors Program-UNC, South Africa (2010); Presenter, Go! Study Abroad Students Global Orientation Program (2010-Present); Rwanda, Tanzania, and The Hague: UNC Study Abroad (2009); interviewed staff & attended hearings at International Criminal Tribunal for Rwanda (2006); Visiting Professor, University of Asmara Law Department during Eritrean-Ethiopian War (1997-98;1999).
 Distinctions: 13 teaching awards, including 2 Tanner Undergraduate Teaching Awards (1996 & 2004) and 3 Students' Undergraduate Teaching Awards (1995, 2000, and 2006); elected to Order of the Golden Fleece, UNC's highest and oldest honor society for outstanding contributions to undergraduate education; Chapman Fellow at the Institute for Arts and Humanities (2002); UNC Bryant Public Service Award (2000); UNC Academy of Distinguished Teaching Scholars (2000).
 Relevant Courses Taught: POLI 449, Human Rights and International Criminal Law; Burch Field Research Seminar: Rwanda and The Hague: Study Abroad, transfer as HNRS 354/POLI 449 and HNRS 352.

Paul Leslie

Professor, Anthropology

Appointment: 1991, tenured
 Education: PhD (1977) Pennsylvania State University; MA (1972) Pennsylvania State University.
 Language: French (2) Swahili (2)
 Specialization: Demography and reproduction, population biology/population genetics, and Sub-Saharan African pastoralism.
 World Area of Study: Africa (85%)
 Relevant Experience: NSF Collaborative Research, *Multi-level Response Diversity: Land Use, Livelihood Diversification, and Resilience in Northern Tanzania* (2011-2014); *Dynamics of Parks as Agents of Change in Eastern and Southern Africa*, (2006-2010); *Consequences of Parks for Land Use, Livelihood Diversification, and Biodiversity in East Africa* (2004-2006); comparative study of protected areas for livelihoods, land use, and biodiversity and conservation programs in Eastern and Southern Africa (2003-present), focus on the Maasai in Northern Tanzania (1998-present).
 Distinctions: Elected Fellow, American Association for the Advancement of Science (2011-present).
 Diss./Theses Supervised: 5
 Selected Publications:
 2013 Baird T.D. and Leslie P.W. (2013) Conservation as disturbance: Upheaval and livelihood diversification near Tarangire National Park, northern Tanzania. *Global Environmental Change* 23:1131-1141.
 2010 McCabe J.T., Leslie P.W. and DeLuca L. (2010) Adopting cultivation to remain pastoralists: The diversification of Maasai livelihoods in northern Tanzania. *Human Ecology* 38(3):321-334.
 2007 Campbell, B.C., Leslie P.W., and Campbell K.L. (2007) DHEAS among Turkana men of northern Kenya. *The Aging Male*, 203-209.
 2007 Johnson B.R., Magoma M., Leslie P.W., Bennett T., and Gallo M.F. (2007) Maternal syphilis and HIV in Ngorongoro district, Tanzania. *British Journal of Obstetrics and Gynecology*.
 2006 De Vries D. H., Leslie P.W. and McCabe J.T. (2006) Livestock acquisitions dynamics in nomadic pastoralist herd demography: a case study among Ngisonyoka herders of South Turkana. Kenya. *Human Ecology*.

African Studies Center, UNC-CH

Lisa Lindsay

Associate Professor, History

Appointment: 1999, tenured
 Education: PhD (1996) University of Michigan; MA (1992) University of Michigan.
 Language: French (2) Spanish (2) Yoruba (1)
 Specialization: Social history of Africa; the Atlantic slave trade; the African Diaspora; Nigeria.
 World Area of Study: Africa (100%)
 Relevant Experience: Research in Liberia (2013); Southwestern Nigeria (1991-2011); 1993-94; director UNC Study Abroad program, South Africa (2008); numerous research trips Togo, Benin, Ghana (2003-2007).
 Distinctions: National Endowment for the Humanities research fellowship (2000 & 2013); Guggenheim Memorial Foundation fellowship (2012-2013); UNC Institute for Arts and Humanities fellows (2012); National Humanities Center fellow (2004-2005); ACLS Research Fellowship (2001).
 Relevant Courses Taught: HIST 083, First Year Seminar: African History through Popular Music; HIST 130, Africa in the Twentieth Century; HIST 174H, Honors Seminar in African, Asian, and Middle Eastern History; HIST 278, The Trans-Atlantic Slave Trade; HIST 292H, Topics in History- The U.S. and Africa; HIST 393, Section Title: Africa Since 1940; HIST 534: The African Diaspora; HIST 535, Women and Gender in African History; HIST 890, Section: History of the Atlantic Slave Trade.
 Selected Publications:
 2013 Lindsay L. A. and John Wood Sweet (2013), eds., *Biography and the Black Atlantic*. Philadelphia: University of Pennsylvania Press.
 2011 Lindsay L.A. (2011) Brazilian Women in Lagos, 1879-1882. *Shaping our Struggles: Nigerian Women in History, Culture and Social Change*. Edited by Obioma Nnaemeka and Chima J. Korieh. Trenton, NJ: Africa World Press 129-140.
 2007 Lindsay, L. A. (2007) Working with Gender: The Emergence of the 'Male Breadwinner' in Colonial Southwestern Nigeria. *Africa After Gender?* Edited by Catherine M. Cole, Takyiwa Manuh, and Stephan F. Miescher, 241-252. Bloomington: Indiana University Press.
 2005 Lindsay, L. A. (2005) A Tragic Romance, a Nationalist Symbol: The Case of the Murdered White Lover in Colonial Nigeria. *Journal of Women's History* 17: 118-141.

Esther Mukewa Lisanza

Lecturer, African, African American, and Diaspora Studies

Appointment: 2011, not on tenure track
 Education: PhD (2011) University of Illinois, Urbana-Champaign; MA (2006) University of Illinois, Urbana-Champaign; MA (1999) University of Nairobi; BA (1995) University of Nairobi.
 Language: Swahili (5)
 Specialization: Swahili language instruction; language and literacy development among English and Swahili learners in the US and Kenya.
 World Area of Study: Africa (100%)
 Relevant Experience: Certificate of Advanced Study in Second Language Acquisition and Teacher Education (SLATE); Swahili Startalk Certificate, National Council of Less Commonly Taught Languages (NCOLTL), Univ. of Wisconsin-Madison; American Council on the Teaching of Foreign Languages (ACTFL) workshop on testing Oral Proficiency Interview in Language Learners (OPI) University of Illinois.
 Distinctions: Member, ASA, ICQI, ACTFL, ALTA.
 Relevant Courses Taught: SWAH 401-402, Elementary Kiswahili; AAAD 101, Introduction to Africa.
 Selected Pub/Pres:
 2014 Esther M. Lisanza (2014): Dialogic Instruction and Learning: The Case of one Kiswahili Classroom. *Language, Culture, & Curriculum Journal*.
 2014 "Action Research in a Second Language Classroom," African Language Teachers Association Conference, April 2014, Chicago.
 2014 "Early Childhood Experiences in Kenya," Working Conference on Global Perspectives on Childhood and Composing, March 2014, Urbana-Champaign, IL.
 2013 "50 years of Language Debates in East Africa's Education Systems," Dialogues on East Africa and African Unity at 50 Symposium, November 2013, UNC-Chapel Hill.
 2013 "Giving Voice to your Students: A Case of one Swahili LAC Classroom," Cultures & Languages Across the Curriculum (CLAC) Conference, Fall 2013, Univ. of Richmond.

African Studies Center, UNC-CH

Scott Madry

Research Associate Professor, Anthropology

Appointment: 1998, tenured
 Education: PhD (1986) UNC-CH; MA (1983) UNC-CH; BA (1978) UNC-CH.
 Language: French (3)
 Specialization: Applications of remote sensing, GIS, GPS, and spatial analysis for cultural and environmental studies; disaster response and planning; and archaeological predictive modeling; Application of advanced space technologies for complex regional issues such as land use and human settlement patterns over time, including how societies respond to and prepare for disasters.

World Area of Study: Africa (10%)
 Relevant Experience: Research Laboratories of Archaeology, UNC-Chapel Hill; Kenya Wildlife Service; tracking mountain gorillas in Rwanda, using geomatics technologies in research designed to preserve the gorillas and protect their habitat.

Distinctions: GISCorps Volunteer President's Volunteer Service Award (2012); Fulbright Senior Specialist Award (2010).

Selected Publications:

2008 Madry, Scott, "Des gorilles du Rwanda aux sites archéologiques de la vallée de l'Arroux, Introduction aux nouveaux outils de cartographie et d'analyse spatiale". In *La Cartographie au Service de la Recherche et de l'Aménagement du Territoire*. Glux-en-Glenne, France: Centre Archéologique Européen.

2007 Faust, Nick, Scott Madry, H. Dieter Steklis, H, and Netzin Gerald Steklis. "An Integrated Geomatics Research Program in Mountain Gorilla Conservation in the Virungas". In *Conservation in the 21st Century: Gorillas as a Case Study*, edited by T. Stoinski, H. D. Steklis, and P.T. Mehlman. Kluwer Academic Press.

2005 Faust, Nick, Scott Madry, H. Dieter Steklis, H, and Netzin Gerald Steklis. *GIS Applications for Gorilla Behavior and Habitat Analyses ARCNews*. ESRI Press.

Carol Magee

Associate Professor, Art

Appointment: 2006, tenured
 Education: PhD (2001) UC-Santa Barbara.
 Language: French (1)
 Specialization: History of contemporary and traditional African art; how Americans come to know and understand Africa through US culture (museums, artists, media, toys, etc); African photography.

World Area of Study: Africa (100%)
 Relevant Experience: Fieldwork in Ghana, South Africa, Zimbabwe and Mali (1996-2012)
 Distinctions: Woodrow Wilson Postdoctoral Fellow (2002-2004) at Elon University; Fellow, Interdisciplinary Humanities Center, University of California.

Diss./Theses Supervised: 6
 Relevant Courses Taught: ART 155, African Art Survey; ART 255, African Art and Culture; ART 353, African Masquerades and Ritual; ART 453, Africa in the American Imagination; ART 488, Contemporary African Art; ART 957, Graduate Seminar in African Art: African Modernisms.

Selected Publications:

2012 Magee, Carol with Joana Grabski, eds. *African Art, Interviews, Narratives: Bodies of Knowledge at Work*. Bloomington: Indiana University Press, 2012.

2011 Magee, Carol, *Africa in the American Imagination: popular culture, racialized identities, and African visual culture* (Jackson: University Press of Mississippi)

2010 Magee, Carol, "Social Fabrics: gold mining, diaspora, and word and image in the recent paintings of Papa Essel" *Africa Arts* v.43 #4 (Winter 2010): 8-19.

2008 Magee, Carol, "Representing Africa? Celebrities, Photography and Vanity Fair." In *Celebrity Colonialism: Fame, Power and Representation in (Post) Colonial Cultures*, edited by Robert Clarke.

African Studies Center, UNC-CH

Suzanne Maman

Associate Professor, Health Behavior, Gillings School of Global Public Health

Appointment: 2005, tenured
 Education: PhD (2000) Johns Hopkins; MHS (1995) Johns Hopkins; BS (1992) Cornell.
 Language: French (1), Swahili (1)
 Specialization: Public Health, HIV/AIDS, Sub-Saharan Africa.
 World Area of Study: Africa (75%)
 Relevant Experience: PI NIHM Multilevel Intervention to Reduce HIV Risk among Networks of Men in Tanzania (2012-2017); Co-Investigator NIMH Effects of Cash Transfer and Community Mobilization in Young South African Women(2009-2014); Co-Investigator MEASURE Evaluation USAID (2008-13); South Africa HIV/AIDS Antenatal Care Post test Support Study (2007-14).
 Diss./Theses Supervised: 15
 Distinctions: UNC McGavran Award for Excellence in Teaching (2012).
 Selected Publications:
 2014 Maman S., van Rooyen H, Groves AK. (2014) "HIV Status Disclosure to Families for Social Support in South Africa (NIMH Project)." *AIDS Care* 26(2):226-232.
 2013 Parker L, Maman S, Pettifor A, Chalachala JL, Edmonds A, Golin CE, et al. (2013) "Barriers to Provider-Delivered Sexual Behavior Counseling for Youth Living with HIV/AIDS in the Democratic Republic of the Congo." *Journal of HIV/AIDS & Social Services* 12(3-4):294-313.
 2013 Lippman SA, Maman S, MacPhail C, Twine R, Peacock D, Kahn K, et al. (2013) "Conceptualizing Community Mobilization for HIV Prevention: Implications for HIV Prevention Programming in the African Context." *PloS one* 8(10).
 2012 Maman S, Cathcart R, Burkhardt G, Omba S, Thompson D, Behets F. (2012) "The Infant Feeding Choices and Experiences of Women Living with HIV in Kinshasa, Democratic Republic of Congo." *AIDS care* 24(2):259-265.

Joseph Megel

Senior Lecturer / Artist in Residence, Communication Studies

Appointment: 2006, not on tenure track
 Education: MFA (1982) University of Southern California; MA (1980) University of Cincinnati; BD (1978) Northwestern University.
 Specialization: Direction and development of new works for theatre, film, and video.
 World Area of Study: Africa (15%)
 Relevant Experience: UNC Institute for the Arts and Humanities Innovation Grant (2012-2014); HERE Arts Center, New York City, three-year HARP residency (2011-2013); Ensemble Studio Theatre/Alfred P. Sloan Foundation Grant (2013); Edit Lutyens & Norman Bel Geddes Enhancement Fund (2013); RHE Charitable Foundation (2013).
 Distinctions: *Independent* Best of Theater, Special Achievement in the Humanities (2012); Special Achievement in Ensemble (2012); *Independent* Best of Theatre, Best Direction (2012).
 Relevant Courses Taught: AAAD 290, Special Topics, Megels's section: Performing the Politics of Water.
 Selected Pub/Pres:
 2012 Megel, Joseph, "New Works in Development" Harvard Playwrighting Festival.
 2012 Symposium: Solo Work at UNC, with Sam Peterson, Marie Garlock, and Kashif Powell.
 2012 Digital Performance Panel presentation CHAT Festival.
 2009 "New Works in Development" Harvard's Playwrighting Festival.
 2008 "The Journey of the Narrator." Informal presentation. ATHE Conference, Denver.

African Studies Center, UNC-CH

Benjamin Meier

Assistant Professor, Public Policy

Appointment: 2009, on tenure track
 Education: PhD (2009) Columbia; LLM (2001) Université de Paris I and Cornell Law School; JD (2001) Cornell Law School; BA (1998) Cornell University.
 Language: French (2)
 Specialization: Global health policy; Health services and systems regulation; law and ethics of public health research; international and comparative public health law; public policy for health.
 World Area of Study: Africa (10%)
 Relevant Experience: Developing a Health and Human Rights Database, O'Neill Institute for National and Global Health Law, Georgetown Law Center, September 1, (2008 – present).
 Distinctions: William C. Friday Award for Excellence in Teaching, (2011); Professor of the Year, Department of Public Policy, University of North Carolina, (2012); Faculty Fellow, Center for Bioethics, University of North Carolina, (2011- present); Fellow, UNC Water Institute, (2010-present).
 Relevant Courses Taught: PLCY 565, Global Health Policy; PLCY 570 Health and Human Rights.
 Selected Publications:
 In Press Benjamin Mason Meier, Caitlin Pardue, and Leslie London, “Implementing Community Participation Through Policy Reform: A Study of the Policy Framework for Community Participation in the Western Cape Province of South Africa.” *BMC International Health and Human Rights* (in press).
 2010 Meier, Benjamin Mason, “Global Health Governance and the Contentious Politics of Human Rights: Mainstreaming the Right to Health for Public Health Advancement.” *Stanford Journal of International Law*. 45.
 2009 Meier, Benjamin Mason, “The World Health Organization, Human Rights, and the Failure to Achieve Health for All.” in *Global Health and Human Rights*, edited by John Harrington & Maria Stuttaford.
 2009 Jocelyn E. Getgen and Benjamin Mason Meier, “Correspondence, Ratification of Human Rights Treaties: The Beginning, Not the End.” *Lancet* 374: 447-448.

Steven Meshnick

Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 2001, tenured
 Education: PhD (1978) Rockefeller University; MD (1979) Cornell .
 Specialization: Mother-to-child transmission of HIV; intersection of epidemiology and molecular biology.
 World Area of Study: Africa (25%)
 Relevant Experience: Visiting Professor, University of Malawi College of Medicine, Blantyre, Malawi (2003- present); Director, Infectious Disease Epidemiology Program, UNC School of Public Health (2006-present); molecular epidemiology of resistance to anti-malarials and anti-pneumocystis drugs; on-site in Malawi 10-20% of the year.
 Diss./Theses Supervised: 12
 Relevant Courses Taught: EPID 756, Control of Infectious Diseases in Developing Countries.
 Selected Publications:
 2011 Mumba D, Bohorquez E, Messina J, Kande V, Taylor SM, Tshefu AK, Muwonga J, Kashamuka MM, Emch M, Tidwell R, Büscher P, Meshnick SR (2011). Prevalence of human african trypanosomiasis in the democratic republic of the congo. *PLoS Negl Trop Dis*. 5(8):e1246.
 2011 Taylor SM, Messina JP, Hand CC, Juliano JJ, Muwonga J, Tshefu AK, Atua B, Emch M, Meshnick SR (2011). Molecular malaria epidemiology: mapping and burden estimates for the Democratic Republic of the Congo, 2007. *PLoS One*. 6(1):e16420.
 2010 Taylor SM, Messina JP, Hand CC, Juliano JJ, Muwonga J, Tshefu AK, Atua B, Emch M, Meshnick SR (2011). Molecular malaria epidemiology: mapping and burden estimates for the Democratic Republic of the Congo, 2007. *PLoS One*. 6(1):e16420.
 2010 Messina JP, Emch M, Muwonga J, Mwandagaliwa K, Edidi SB, Mama N, Okenge A, Meshnick SR (2010). Spatial and socio-behavioral patterns of HIV prevalence in the Democratic Republic of Congo. *Soc Sci Med*. 71(8):1428-35.

African Studies Center, UNC-CH

William Miller

Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 1999, tenured
 Education: MD (1985) Johns Hopkins; PhD (1989) Johns Hopkins; MPH (1997) UNC-CH.
 Language: Swahili (1)
 Specialization: International health; sexually transmitted diseases; women's health.
 World Area of Study: Africa (20%)
 Diss./Theses Supervised: 14
 Distinctions: Distinguished Teaching Award for Post-Baccalaureate Instruction (2009).
 Selected Publications:
 2010 Pettifor A, Macphail C, Corneli A, Sibeko J, Kamanga G, Rosenberg N, Miller WC, and Hoffman I, Rees H, Cohen MS; NIAID Center for HIV/AIDS Vaccine Immunology, "Continued high risk sexual behavior following diagnosis with acute HIV infection in South Africa and Malawi: Implications for Prevention." *AIDS Behav.* 2010 Oct 27.
 2010 Miller WC, Rosenberg NE, Rutstein SE, and Powers KA, "The role of acute and early HIV infection in the sexual transmission of HIV." *Current Opinion in HIV and AIDS.* 5:277-82.
 2010 Baecher-Lind LE, Miller WC, and Wilcox AJ, "Infectious disease and reproductive health: a review." *Obstet Gynecol Surv.* 65:53-65.

Cliff Missen

Clinical Associate Professor School of Information and Library Science

Appointment: 2013, not tenured
 Education: MA (1992) University of Iowa; BA (1985) Evergreen State.
 Specialization: E-Resources and digital library projects in Africa.
 World Area of Study: Africa (50%)
 Relevant Experience: Director WiderNet Project, UNC-CH: Develop and promote appropriate information and communications technologies for developing countries; Conduct training and on-site consulting across Africa; Develop eGranary Digital Library (2000 to present).
 Relevant Courses Taught: INLS 490, Selected Topics (Missen's section: The Last Mile: Information Access for Underserved Populations).
 Selected Pub/Pres:
 2012 Global Disability Rights Library (GDRL) Project, Final Monitoring and Evaluation Report, including the results of four subscriber surveys. World Learning and USAID. Dec. 2012.
 2012 SCANNUL and SCESCAL conferences in Nairobi, Kenya. Provided presentation and workshop. "Five Hundred Libraries Later: Evaluating the eGranary Digital Library and Off-line Information Delivery in Education in Africa." June 1-2, 2012.
 2011 Nigerian Human Rights Commission, International Persons with Disabilities Day. Public lecture, "Enhanced Options in a Digital World." December 5, 2011.
 2007 "Delivering the Goods: How Internet-Centric Projects can Stress African Universities." *Innovation Journal of Appropriate Librarianship and Information Work in Southern Africa.* No. 34 Jun 2007.

Alphonse Mutima

Assistant Professor, African, African American, and Diaspora Studies

Appointment: 1996, not on tenure track
 Education: EdD (1996) Northern Illinois; MA (1986) Indiana (French); MA (1983) Indiana (Applied Linguistics); BA (1975) National University of Zaire.
 Language: French (4), Lingala (4), Swahili (4)
 Specialization: Kiswahili curriculum development; pedagogy; second language acquisition; language variation.
 World Area of Study: Africa (100%)
 Relevant Experience: Developed the Kiswahili Curriculum at UNC-Chapel Hill; development of SWAH 401 Self-Paced course for the UNC-CH Friday Center.
 Relevant Courses Taught: SWAH 112, Intensive Kiswahili 1-2; SWAH 234, Intensive Kiswahili 3-4; SWAH 403-404, Intermediate Kiswahili; SWAH 405-406, Advanced Kiswahili.

African Studies Center, UNC-CH

Chérie Ndaliko

Assistant Professor, Music

Appointment: 2012, on tenure track
Education: PhD (2012) Harvard; MA (2008) Harvard; BA (2005) Berklee College of Music.
Language: French (2), Swahili (2)
Specialization: Creative culture in conflict regions/DRC; artistic radicalism & domination; media & socio-political action; aesthetics of humanitarian aid.
World Area of Study: Africa (100%)
Relevant Experience: Director Salaam Kivu International Film Festival, the first international film festival in the DR Congo (2010-2014); Co-Director of Yole! Africa Cultural Center in DR Congo (2009-2014).
Relevant Courses Taught: MUSC 089, Making and Marketing Music in the Digital Age.
Selected Publications:
 2014 Ndaliko, Cherie, "Yole!Africa: Negotiating Art and War in the east of Congo." In *Critical Interventions: Special Issue*. London: Routledge, forthcoming Winter 2014.
 2013 Ndaliko, Cherie, "Beyond 'Victimology': Generating Agency Through Film in Eastern DR Congo." In *Art and Trauma in Africa: Representations of Reconciliation in Music, Visual Arts, Literature and Film*, Edited by Lizelle Bisschoff and Stephanie Van de Peer. London: IB Taurus.
 2013 Ndaliko, Cherie. "Beyond Charitable Imperialism: Intersections of Third Cinema, Music, and Social Change in (Post-) Conflict Democratic Republic of the Congo." (2013).
 2010 Ndaliko, Cherie, "African Cinema." In *Encyclopedia of African Thought*, Edited by F. Abiola Irele and Biodun Jeyifo. New York and Oxford: Oxford University Press.

Georges Nzongola-Ntalaja

Professor, African, African American and Diaspora Studies

Appointment: 2007, tenured
Education: PhD (1975) Univ. of Wisconsin-Madison; MA (1968) Univ. of Kentucky; BA (1967) Davidson.
Language: French (4) Luba-Kasai (4)
Specialization: African politics; governance; development policy and administration.
World Area of Study: Africa (100%)
Relevant Experience: United Nations Development Program (2000-2007); Facilitator for the Africa Governance Institute; Member of the Governing Board of the Africa Governance Institute (2007-Present); 20 years international consulting experience (OAU, IDEA, USAID, UNDP, UN).
Distinctions: Best African Politics Books Award, 2004, by the African Politics Conference Group; ASA President (1987-88); AASP President (1995-97).
Relevant Courses Taught: AAAD 101, Introduction to Africa; AAAD 212, Africa in the Global System; AAAD 290, Topics in African, African American, and Diaspora Studies; AAAD 396, Independent Study; AAAD 400, The Challenges of Democratic Governance in Africa; AAAD 412, Regional Seminar in African Studies; AAAD 419, African Studies Colloquium.
Selected Publications:
 2013 Samatar, A., Nzongola, G., Schoeman, M., & Mustapha, A. R. (2013). Minding the Commons: Leadership in Africa. *Available at SSRN 2266601*.
 2013 Weiss, Herbert F., and Georges Nzongola-Ntalaja. "Decentralization and the DRC--An Overview." (2013).
 2012 Nzongola-Ntalaja, Georges, "Restructurer l'Etat Congolais," in Philomene Ntumba Makolo (ed.) *Reconstruire la Republique Democratique du Congo: Quel Leadership pour Quelle Societe*, Ottawa: Muhoka, pp. 33-75.
 2007 Nzongola-Ntalaja, Georges. "The Politics of Citizenship in the Democratic Republic of Congo." In *Making Nations, Creating Strangers: States and Citizenship in Africa*, edited by Sara Dorman, Daniel Hammett and Paul Nugent, 69-80. Leiden and Boston: Brill.
 2006 Nzongola-Ntalaja, Georges. "Challenges to State Building in Africa." *African Identities* 4.1: 71-88.
 2002 *The Congo from Leopold to Kabila: A People's History* (London and New York: Zed Books, 2002).
 2001 *The Oxford Companion to Politics of the World*, 2nd edition (New York: Oxford University Press, 2001), Co-editor.

African Studies Center, UNC-CH

Rita O'Sullivan

Associate Professor, School of Education

Executive Director, Evaluation, Assessment and Policy Connections (EvAP), School of Education

Director of Evaluation, NC Translational Research Science Center (NC TraCS), School of Medicine

Appointment: 1999, tenured
Education: EdD (1984) Auburn; MA (1976) California Polytechnic; BA (1971) UC-Berkeley
Specialization: Program evaluation, case study methods, research design, qualitative methods; program evaluation assistance and training for local, state, national and international organizations.
World Area of Study: Africa (10%)
Relevant Experience: Developed and led EvAP Evaluation Institute; conducted presentations and training in evaluation; evaluation consultant for numerous secondary and post-secondary institutions including External Evaluation of GEAR UP North Carolina Cohort 3 (\$420,000); Interventions Promoting Bio-Medical Research Careers for Underrepresented Groups NIH (\$1,190,000); YMCA – USA Higher Education Initiative Evaluation; Development of Evaluation Tool Kit for K-12 International Presenter Programs, U.S. Department of Education.
Distinctions: Graduate Education Diversity Internship Program, Internship Supervisor (2009-2012); Ingle Distinguished Service Award, American Evaluation Association (2002); Lifetime Achievement Award, North Carolina Association for Research in Education (2001).
Selected Publications:
2012 O'Sullivan, R. G., & Rodrigues-Campos, L. (Eds.) (2012) Special Issue on Collaborative Evaluation, Evaluation and Program Planning, 35(4).
2012 O'Sullivan, J. M., & O'Sullivan, R. G. (2012). Use of the Collaborative Evaluation Model in an agricultural development program in Southern Sudan. Evaluation and Program Planning, 35(4), 547-551.
2012 O'Sullivan, R. G. (2012). Collaborative evaluation in context. Evaluation and Program Planning, 35(4), 518-522.
2011 O'Sullivan, R. G., & Askew, K. (2011). A performance rubric to track the progress of a state-wide college access grant. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
2004 O'Sullivan, R. G., (2004). Practicing Evaluation: A Collaborative Approach, Thousand Oaks, CA: Sage.

Roberta A. (Bobbi) Owen

Michael R. McVaugh Distinguished Professor, Dramatic Art;

Senior Associate Dean for Undergraduate Education, College of Arts and Sciences

Appointment: 1974, tenured
Education: MFA (1974) University of Wisconsin-Madison.
Language: French (1)
Specialization: Costume and clothing history; traditional dress (garments) in Africa and Asia; theatrical design and designers.
World Area of Study: Africa (10%)
Distinctions: Fellow of USITT (United States Institute for Theatre Technology).
Relevant Courses Taught: DRAM 475, Costume History: Africa, Asia, and Arabia.
Selected Publications:
2013 Owen, Bobbi, Hollywood Costume at the V&A. New York: United States Institute Theatre Technology. *TD&T: Theatre Design & Technology*, p. 52-61.
2013 Owen, Bobbi, Rev. *Hollywood Sketchbook: A Century of Costume Illustration* by Deborah Nadoolman Landis. Harper Design, New York, 2012. *TD&T: Theatre Design & Technology*, p. 65-68.

African Studies Center, UNC-CH

Maximilian Owre

Lecturer, History; Interim Director, Program in the Humanities and Human Values

Appointment: 2009, not on tenure track
Education: PhD (2009) UNC-CH.
Specialization: Early 19th century French politics; Global History.
World Area of Study: Africa (20%)
Relevant Experience: Program in the Humanities is responsible for Outreach for the College of Arts and Sciences, organizing public seminars, lectures, discussion forums, and special events.
Diss./Theses Supervised: 1
Relevant Courses Taught: HIST 130, Africa in the Twentieth Century: Transformations in Culture and Power; HIST 292
Sections: France and Sub-Saharan Africa, France and Algeria; HIST 490, Special Topics in History, Owre's section: France and Algeria, 1830-1962.

Kathy Perkins

Professor, Dramatic Art

Appointment: 2012, tenured
Education: MFA Lighting Design (1978) University of Michigan; BFA Drama (1976) Howard University.
Specialization: Focus on women from African and the African Diaspora behind the scenes in theatre -- producers, designers, directors, and playwrights.
World Area of Study: Africa (75%)
Relevant Experience: Over 30 years as a professional lighting designer and independent scholar on African/African Diaspora theatre with focus on women.
Distinctions: 1985-2012: Various lighting design awards: NAACP Image Award, BTAA award in Chicago, National Black Theatre Award for Outstanding Lighting ; 2008-2013: Inducted into The College of Fellows of the American Theatre, Fulbright Senior Specialist Scholar, Ford Foundation recipient.
Relevant Courses Taught: DRAM 298, African Women in Theatre.
Selected Publications:
2011 Perkins, Kathy. *Selected Plays* by Alice Childress (Northwestern University Press).
2008 Perkins, Kathy. *African Women Playwrights: An Anthology* (University of Illinois Press).
1998 Perkins, Kathy. *Black South African Women: An Anthology of Plays* (London: Routledge & University of Cape Town Press).
1998 Perkins, Kathy. *Strange Fruit: Plays on Lynching by American Women*. Co-edited with Judith Stephens. (Bloomington: Indiana University Press).

African Studies Center, UNC-CH

Lauren Persha

Assistant Professor, Geography

Appointment: 2011, on tenure track
 Education: PhD (2008) Indiana University; BA (1997) Carleton College.
 Language: Swahili (4), French (3)
 Specialization: Conservation and development, social-ecological systems, institutional analysis, environmental governance, and forest ecology in East Africa.
 World Area of Study: Africa (50%)
 Relevant Experience: UNDP-GEF project: Reducing Biodiversity Loss at Cross-Border Sites in Tanzania; Cloudburst Group, Inc. / USAID STARR ERC REDD+ Tenure and Global Climate Change IE, impact evaluation design for a randomized control trial of land tenure and property rights strengthening impacts on climate-smart agriculture in Zambia, (2014); Intl Initiative for Impact Evaluation (3ie), "Is Tanzania's Participatory Forest Management Program a Triple Win? Understanding Causal Pathways for Livelihoods, Governance and Forest Conservation Impacts" (2011-2014).
 Diss./Theses Supervised: 2
 Distinctions: Faculty Fellow, Carolina Population Center; Editorial Board Member, Handling Editor: *Conservation Letters* (June 2012 – present). Chair, Colloquium Committee, Geography (2013).
 Relevant Courses Taught: GEOG 268, Geography of Africa; ECOL 567, Ecological Analysis and Application.
 Selected Publications:
 2014 Persha, L. and K. Andersson. "Elite capture risk and mitigation in decentralized forest governance regimes." *Global Environmental Change* 24(1): 265-276.
 2013 Cazzavillan, G., M. Donadelli, and L. Persha. "Economic growth and poverty traps in sub-Saharan Africa: The roles of Education and TFP shocks." *Research in Economics* 67(3):226-242.
 2013 "Grounding the good governance agenda? Rule-making, institutional nestedness and benefit-sharing in Tanzania's forest sector". *Central African Forests and Institutions (CAFI) Conference*, Paris, France (9/20/2013).
 2012 Persha, L., A. Chhatre, A. Agrawal and E. Ostrom. Managing Forest Commons in Africa. Pp 402-408 in *The Oxford Companion to the Economics of Africa*. Aryeetey, Devarjan, Kanbur, and Kasekende, Eds. Oxford University Press.
 2011 Persha, L., A. Agrawal and A. Chhatre. 2011. Social and Ecological Synergy: Local Rulemaking, Forest Livelihoods and Biodiversity Conservation. *Science* 331:1606-1608.

Audrey Pettifor

Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 2008, on tenure track
 Education: PhD (2004) UC-Berkeley; MPH (2000) UC- Berkeley; BA (1996) University of Virginia.
 Specialization: HIV prevention among young women in South Africa; structural interventions for HIV prevention; behaviors of individuals with Acute HIV Infection and behavioral interventions for the acute period.
 World Area of Study: Africa (50%)
 Relevant Experience: Conducted HIV research in South Africa for over 15 years; research in Malawi, Zimbabwe, Kenya, the Democratic Republic of Congo and Madagascar.
 Diss./Theses Supervised: 21
 Relevant Courses Taught: EPID 756, Control of Infectious Diseases in Developing Countries.
 Selected Publications:
 2014 Chege W, Corneli A, Golin C, Hamela G, Hilgenberg D, Hoffman I, Kamanga G, Martinson F, Massa C, McKenna K, Ou S, Pettifor A, Tharaldson J, Yu X, and the HPTN 062 study team, "A pilot intervention to reduce HIV transmission risk behaviors among individuals with acute and early HIV infection in Lilongwe, Malawi is feasible and acceptable." *AIDS Behav.*
 2014 Halpern CT, Handa S, Pettifor A, and Thirumurthy H, "The Government of Kenya's Cash Transfer Program Reduces the Risk of Sexual Debut among Young People Age 15-25." *PLoS One.* 9(1):e85473.PMID: 2445487.
 2013 Kahn K, Lippman SA, Macphail C, Maman S, Peacock D, Pettifor A, and Twine R, "Conceptualizing Community Mobilization for HIV Prevention: Implications for HIV Prevention Programming in the African Context." *PLoS One.* 8(10):e78208. PMID: 24147121.

African Studies Center, UNC-CH

John Pickles

Earl N. Phillips Distinguished Professor, Geography

Appointment: 2002, tenured
 Education: PhD (1983) Pennsylvania State; PhD (1979) University of Natal; MA, Oxford, UK
 Specialization: Regional development; post-socialism; economic geographies and industrial change; apparel industry; migration and borders in Euro-Med; research and teaching focus primarily on issues of geographical and social change.

World Area of Study: Africa (10%)
 Relevant Experience: PI: *National Science Foundation Behavioral and Cognitive Sciences (Geography) Research Award* "The Geographical Consequences of the End of Quota Constrained Trade in the Global Apparel Industry." (2006-2009); *National Science Foundation*. The Question of Common Access Lands and Sustainable Rural development in South Africa.

Distinctions: Visiting Distinguished Professor, Queen Mary University of London (2014-2014); Institute for Arts and Humanities Leadership program Fellowship (2006-2007); Association of American Geographers Award for Outstanding Scholarship (2005).

Diss./Theses Supervised: 6
 Selected Publications:
 2014 Frederick W. Mayer and John Pickles, "Re-embedding the Market: Global Value Chains, Governance and December Work." *Toward Better Work – Understanding Labour in Apparel Global Value Chains*. Geneva and London: International Labour Organization and Palgrave Macmillan, pp, 17-39.
 2013 *Toward Better Work – Understanding Labour in Apparel Global Value Chains*. International Labour Organization/Capturing the Gains. Palgrave/Macmillan. (eds. Amy Luinstra and Arianna Rossi).

David Pier

Assistant Professor, African, African American, and Diaspora Studies

Appointment: 2010, on tenure track
 Education: PhD (2009) Graduate Center, CUNY; MA (2005) Brooklyn College, CUNY; BA/B.Mus. (1997) Oberlin College/Oberlin Conservatory.
 Specialization: African music, politics of cultural production in Africa, ethnomusicology, music and dance in Uganda.

World Area of Study: Africa (100%)
 Distinctions: UNC Junior Faculty Development Award (2014); Fulbright Fellowship in Uganda (2006-2007).
 Relevant Courses Taught: AAAD 101, Introduction to Africa; AAAD 290, Topics in African, African American, and Diaspora Studies; AAAD 318, Politics of Cultural Production in Africa; AAAD 320, Music of Africa.

Selected Publications:
 2013 "Missionaries for Capital: Brand Marketers and Music Sponsorship in Uganda," in *Africa in a Globalizing World: A Critical Introduction*, edited by Eunice Sahle (New York, Palgrave, 2013).
 2011 Pier, D., "The Branded Arena: Ugandan 'Traditional' Dance in the Marketing Era," *Africa* 81, no. 3, pp. 413 – 433.
 2011 Pier, D., Review of two CD's "Ouganda: Musique des Acholi" and "Abayudaya: Music from the Jewish People of Uganda," in *Ethnomusicology* 55, no. 2 (2011).

African Studies Center, UNC-CH

Barry Popkin

W.R. Kenan, Jr. Distinguished Professor, Nutrition, Gillings School of Global Public Health

Appointment: 1977, tenured
 Education: PhD (1974) Cornell; MS (1969) Wisconsin-Madison; BS (1967) Wisconsin-Madison
 Language: French (1)
 Specialization: Economic and epidemiological analysis of trends in dietary intake, physical activity and body composition around the world; obesity economics and epidemiology.
 World Area of Study: Africa (10%)
 Relevant Experience: Longitudinal studies in the Philippines, South Africa, and UAE.
 Distinctions: 2010-2020, Fellow for The Obesity Society (2010-2011); Fellow, American Society of Nutritional Sciences (2011-2012); Mickey Stunkard Lifetime Achievement Award, Obesity Society (2011).
 Diss./Theses Supervised: 41
 Relevant Courses Taught: NUTR 745, International Nutrition; NUTR 750, International Nutrition: Special Topics.
 Selected Publications:
 2013 Popkin, Barry, "New dynamics in global obesity facing low- and middle-income countries." *Obesity Reviews*. 14(S2): 11-20.
 2012 Popkin, Barry, "Emergence of Diet-Related Chronic Diseases in Developing Countries" in 10th Edition of *Present Knowledge in Nutrition* (PKN), edited by John Erdman, Ian Macdonald and Steven Zeisel, pp 1151-64.
 2012 Popkin, Barry, "The changing face of global diet and nutrition." In: *Handbook of Food and Addiction: A Comprehensive Handbook*. Kelly D. Brownell and M.S. Gold, eds. (New York: Oxford University Press). pp 69-80.
 2012 Popkin, Barry, "Is the burden of overweight shifting to the poor across the globe? Time trends among women in 39 low- and middle-income countries (1991-2008)." *International Journal of Obesity* 36: 1114-1120.

Rohit Ramaswamy

Director, Center for Global Learning; Clinical Associate Professor, Public Health Leadership Program;
 Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2008, not on tenure track
 Education: Graduate Diploma in Biostatistics (2010) University of Sydney; MPH (2007) UNC-CH; PhD (1989) MIT; MS (1983) MIT; BA (1981) Indian Institute of Technology.
 Specialization: Program process management, statistical analysis, knowledge management and organizational development.
 World Area of Study: Africa (15%)
 Relevant Experience: Director, UNC Center for Global Learning: Development and implementation of pilot distance education learning program consisting of short courses for health professionals located around the world; President, Service Design Solutions: management consulting firm focused on design of services and processes.
 Relevant Courses Taught: PUBH 711, Critical Issues in Global Public Health; PUBH 714, Introduction to Monitoring and Evaluation of Global Health Programs.
 Selected Publications:
 2010 Ramaswamy, R., "Quality Improvement in Resource Poor Countries", in Sollecito, W. and Johnson, J. (2010) *Continuous Quality Improvement in Health Care, 4th Ed.*, Jones and Bartlett Publishers, Sudbury MA.
 2010 "Factors contributing to successful engagement in on-line discussions in a global distance education program for public health professionals", presentation at American Public Health Association annual conference, November 2010.
 2010 "Exploring the use of mobile phone text messaging to supplement discussion forums in a global distance learning program", poster presentation, American Public Health Association annual conference, November 2010.
 2007 Wild, C and Ramaswamy, R (eds.), *"Improving Testing: Applying Quality Tools and Techniques,"* Lawrence Erlbaum Associates, October 2007.

African Studies Center, UNC-CH

Carolyn Reams

Administrative Support Associate, Carolina Center for the Study of the Middle East and Muslim Civilizations,
Carolina Asia Center, and African Studies Center

Appointment: 2011
Education: Applied Science (1973) Durham Technical Community College.
Specialization: Finance; budget; business administration.
World Area of Study: Africa (33%)
Relevant Experience: 3 years NRC/FLAS experience. Previous UNC experience (1973-2011).

Monica Rector

Professor, Romance Languages

Appointment: 1989, tenured
Education: PhD (1975) Universidade Federal do Rio de Janeiro; PhD (1970) Universidade de São Paulo.
Language: French (2), Portuguese (5)
Specialization: Luso-Brazilian literature, language and culture, female writers, semiotics.
World Area of Study: Africa (10%)
Relevant Experience: Portuguese language program.
Distinctions: Committee of Sponsored Events (2010) University Research Council Award (2002).
Diss./Theses Supervised: 14
Relevant Courses Taught: PORT 388, Portuguese, Brazilian, and African Identities in Film.
Selected Publications:
2010 Rector, Monica, *Working Portuguese*. With Regina Santos, Marcelo Amorim and Lynne Gerber. Washington: Georgetown U P, 485 pp.

Peter Redfield

Professor, Anthropology

Appointment: 1999, tenured
Education: PhD (1995) UC-Berkeley.
Language: French (3), Portuguese (1)
Specialization: Anthropology of science, technology and medicine; humanitarianism and human rights; ethics, French Guiana; Uganda; South Africa.
World Area of Study: Africa (25%)
Diss./Theses Supervised: 5
Relevant Courses Taught: ANTH 280, Anthropology of War & Peace; ANTH 422, Anthropology & Human Rights.
Selected Publications:
2013 Redfield, Peter, *Life in Crisis: The Ethical Journey of Doctors Without Borders*. University of California Press.
2012 Redfield, Peter, "Sleeping Sickness and the Limits of Biological Citizenship." In *Rethinking Biomedicine and Governance in Africa* (W. Geissler, R. Rothenburg and J. Zenker, eds.). Bielefeld: Transcript Verlag, 229-249.
2012 Redfield, Peter, "Humanitarianism." In *A Companion to Moral Anthropology* (D. Fassin, ed.) Malden, MA: Blackwell, 451-467.
2012 Redfield, Peter, "The Unbearable Lightness of Expats: Double Binds of Humanitarian Mobility." *Cultural Anthropology*, 27: 2: 358-382.

African Studies Center, UNC-CH

Stuart Rennie

Assistant Professor, Social Medicine, School of Medicine

Appointment: 2004, not on tenure track
Education: PhD (2001) University of Leuven, Belgium; MA (1997) University of Leuven, Belgium.
Language: French (3)
Specialization: Research ethics and bioethics in the developing world.
World Area of Study: Africa (25%)
Relevant Experience: Project manager of NIH/Fogarty Bioethics Award (2004-2012); Ethics consultant on UNC-Global AIDS Program activities in DR Congo and Madagascar; Lead writer, Ethics Guidance for the HIV Prevention Trials Network (2009); Qualitative research on community attitudes in Kinshasa (DR Congo) towards rationing of AIDS treatment, funded by Center for AIDS research (2005).
Diss./Theses Supervised: 3
Relevant Courses Taught: EPID 898, Global Health Ethics Seminar.
Selected Publications:
2007 Muula, A., S. Rennie, and D. Westreich. "Male circumcision and HIV: ethical and public health tradeoffs in low income countries." *Journal of Medical Ethics* 33: 357-361.
2006 Behets, F., and S. Rennie. "Desperately seeking targets: the ethics of routine HIV testing in low-income countries." *Bull World Health Organ* 84.1: 52-57.
2006 Behets, F., and S. Rennie. "AIDS care and treatment in sub-Saharan Africa: implementation ethics". *Hastings Center Report*, May/June issue.
2006 Mills, E., and S. Rennie. "HIV testing and individual rights." *Science* 304.20: 417.

Andrew Reynolds

Professor, Political Science

Appointment: 2001, tenured
Education: PhD (1996) UC-San Diego; MA (1992) University of Cape Town, SA.
Specialization: Democratic design; ethnic conflict; plural societies; Africa.
World Area of Study: Africa (25%)
Relevant Experience: International Institute for Democracy and Electoral Assistance (IDEA), the National Democratic Institute (NDI), the International Republican Institute (IRI), and the Organization for Security and Cooperation in Europe (OSCE); consultant on issues of electoral and constitutional design in Libya, Egypt, Angola, Liberia, Sierra Leone, the Sudan, South Africa, and Zimbabwe.
Diss./Theses Supervised: 1
Relevant Courses Taught: POLI 067, Designing Democracy; POLI 131, Political Change and Modernization; POLI 431, African Politics and Society.
Selected Publications:
2013 Brownlee, Jason; Masoud, Tarek; and Andrew Reynolds, *Modest Harvest: Legacies and Limits of the Arab Spring*. Oxford: Oxford University Press.
2011 *Designing Democracy in a Dangerous World*. Oxford: Oxford University Press.
2011 Carey, John M., and Reynolds, Andrew, "Comparing the Arab Revolts: The Impact of Election Systems" *Journal of Democracy*, Vol.22, No.4, pp.36-47.

African Studies Center, UNC-CH

Paul Roberge

Professor, Germanic Languages and Linguistics

Appointment: 1985, tenured
 Education: PhD (1980) University of Michigan; MA (1975) University of Michigan; MA (1973) University of Michigan; BA (1972) University of Dayton.
 Language: Afrikaans (5), Dutch (Flemish) (3), French (3)
 Specialization: Historical linguistics; pidgin and creole languages; language and society; Germanic languages; Afrikaans.
 World Area of Study: Africa (50%)
 Relevant Experience: Research in South Africa (1982-2012).
 Distinctions: Professor Extraordinary of General Linguistics, University of Stellenbosch (South Africa).
 Diss./Theses Supervised: 6
 Relevant Courses Taught: GERM 125, Afrikaans I; GERM 240, Afrikaans II; GERM 252, South Africa in Literary Perspective; LING 542, Pidgins and Creoles.
 Selected Publications:
 2012 Roberge, Paul, "Foundations of a 'sane creology'." *Diachronica* 29, 359-76.
 2012 Roberge, Paul, "Afrikaans: Might it be a bit more 'South Africa'?" In *Roots of Afrikaans: Selected Writings of Hans den Besten*, ed. by Ton van der Wouden, 389-97.
 2010 Roberge, Paul, "Contact and the history of Germanic languages." *The Handbook of Language Contact*, ed. by Raymond Hickey, pp. 406-431. Oxford: Blackwell.

Vicki Rovine

Associate Professor, Art

Appointment: 2014, Tenured
 Education: PhD (1998) Indiana University; MA (1991) Indiana University; BA (1986) Grinnell.
 Language: French (5) Bamana (1)
 Specialization: African fashion design, textiles, and contemporary arts in Africa.
 World Area of Study: Africa (100%)
 Relevant Experience: Fine Arts Scholarship Enhancement Grant for research, Senegal (2012); Humanities Scholarship Enhancement Grant for research, Mali (2011); Curator of numerous exhibits of African Art.
 Distinctions: Millard Meiss Publication Fund Award for publication of *African Fashion Global Style* (2013); College of Fine Arts, Teacher of the Year, University of Florida (2013).
 Diss./Theses Supervised: 7
 Selected Publications:
 2014 (forthcoming) Rovine, V. (2014) *African Fashion Global Style: Histories, Innovations, and Ideas You Can Wear*. Forthcoming, Indiana University Press, Dec. 2014.
 2014 (forthcoming) Co-authored with doctoral advisee Carlee Forbes, "First Word: Kongo Atlantic Dialogues" forthcoming, *African Arts*, 47 (3).
 2013 "Fashion, Youth, and Travel: Embroidered Representations of Modernity in Mali," in *African Dress Encounters: Fashion, Agency, Power*. Edited by Karen Tranberg Hansen and D. Soyini Madison. pp. 124-137. London: Berg Press.
 2013 "African Fashion from Dual Directions: Representing Self and Other," in *Fashion-Wise*. Edited by Maria Vacarella with Jacque Lynn Foltyn. pp. 259-266. Oxford, UK: Inter-Disciplinary Press, 2013.
 2011 Rovine, V. (2011). Continuity, Innovation, Fashion: Three Genres of Malian Embroidery. *African Arts* 44 (3): 14-23.
 2010 Rovine, V. (2010) An African Sensibility: Chris Seydou's Fashion Innovations. *Africa e Mediterraneo*, special issue on African fashion 69-70 (April): 15-21.

African Studies Center, UNC-CH

Omid Safi

Professor, Religious Studies

Appointment: 2006, tenured
 Education: PhD (2000) Duke; MA (1997) Duke; BA (1992) Duke.
 Language: Arabic (3), French (2), Persian (4)
 Specialization: Islamic studies; medieval Iranian Islam; modern Islamic thought.
 World Area of Study: Africa (25%)
 Relevant Experience: Co-led study abroad trips to Morocco and Egypt.
 Distinctions: Six times nominated for Professor of the Year at Colgate University; twice nominated at Duke for Lecturer of the Year; Co-Chair for Study of Islam Section at the American Academy of Religion.
 Relevant Courses Taught: RELI 181, Later Islamic Civilization and Modern Muslim Cultures.
 Selected Publications:
 2007 Safi, Omid. *Memories of Mecca: The Rise and Present State of Islamic Civilization*. San Francisco: Harper.
 2007 Safi, Omid, trans. *The Tamhidat of 'Ayn al-Qudat al-Hamadani*. Classics of Western Spirituality Series. New York: Paulist Press.
 2006 Safi, Omid. *The Politics of Knowledge in Premodern Islam*. Chapel Hill: UNC Press.
 2006 Safi, Omid, ed. *Voices of Diversity and Change*. Santa Barbara: Praeger.

Eunice Sahle

Associate Professor and Chair, African, African American, and Diaspora Studies

Appointment: 2002, tenured
 Education: PhD, Queen's University; MA, University of Toronto; BA, University of Toronto.
 Language: Chewa (3), French (3), Gikuyu (4), Swahili (4)
 Specialization: International political economy; international relations; comparative political economy of development.
 World Area of Study: Africa (100%)
 Relevant Experience: Research on urban governance, citizenship and justice in Durban, South Africa; ongoing research centers on themes of immigration and African diaspora formations and the political economy of violence and memory.
 Distinctions: C. Knox Massey Distinguished Service Award (2013).
 Diss./Theses Supervised: 12
 Relevant Courses Taught: AAAD 101, Introduction to Africa; AAAD 212, Africa in the Global System; AAAD 318, Politics of Cultural Production in Africa; AAAD 419, African Studies Colloquium; AAAD 485, Black Atlantic Crosscurrents; AAAD 498, Human Rights, Constitutions, and Public Policy; AAAD 691H, Honors Research I; AAAD 692H, Honors Research II; GLBL 405, Comparative Political Economics of Development.
 Selected Publications:
 2010 Sahle, E. N. (2010). *World orders, development and transformation*. Houndmills, Basingstoke, Hampshire ;New York: Palgrave Macmillan.
 2002 McDonald, D. A. (2002). *The legacies of Julius Nyerere : influences on development discourse and practice in Africa*. Trenton, NJ: Africa World Press.

African Studies Center, UNC-CH

Mamaramé Seck

Assistant Professor, African, African American, and Diaspora Studies;
African Languages Coordinator, African Studies Center

Appointment: 2008, on tenure track
 Education: PhD (2009) University of Florida; MA (2005) Indiana University.
 Language: French (5), Wolof (5)
 Specialization: Wolof language instruction and curriculum development; Wolof language and literature; African linguistics; Sufi Islam in West Africa; Wolof oral discourse.
 World Area of Study: Africa (100%)
 Relevant Experience: Wolof consultant for Centre for Text Technology North-West University, South Africa (Microsoft's Local Language Program); Wolof instructor at Summer Cooperative African Language Institute (SCALI); participant at workshop on Standards/Curriculum development and Evaluation guidelines at National African Language Resource Center (NALRC) as co-writer of Wolof standards.
 Relevant Courses Taught: AAAD 101, Introduction to Africa; AAAD 421, Introduction to the Languages of Africa; WOLO 401, Elementary Wolof I; WOLO 402 Elementary Wolof II; WOLO 403, Intermediate Wolof III; WOLO 404 Intermediate Wolof IV.
 Selected Pub/Pres:
 2010 Seck, Mamaramé, "What language to teach?" Annual conference of the Association and African Language Teachers Association (ALTA).
 2009 Seck, Mamaramé, "Les stratégies discursives dans le discours wolof d'Idrissa Seck, homme politique sénégalais." [translation : The discourse strategies in the Wolof speech of Senegalese politician Idrissa Seck.] in *Communication et Société Wolof*. Edited by Anna M. Diagne, Sascha Kessler, and Christian Meyer. L'Harmattan. Paris.
 2008 Seck, Mamaramé, Non-focused and unmarked sentence structures in Wolof. Paper presented at the Annual Conference in African Linguistics (ACAL).
 2007 Seck, Mamaramé and McLaughlin, Fiona, Ideophones and information structure in Wolof and Pulaar. Paper presented at ACAL (Annual Conference of African Linguistics) at the University of Florida.
 2007 Bittson, Genevieve, Laphasradakul, Donruethai, and Seck, Mamaramé, Refusals in Tai, Wolof and English. Poster presented at AAAL Annual Conference at Costa Mesa, California.
 2007 Seck, Mamaramé, The Use of Authentic Material in the Classroom: the case of Wolof. Paper presented at ALTA conference (African Language Teachers' Association) at the University of Florida.

Friederike Seeger

Director, Burch Programs and Honors Study Abroad

Appointment: 2005
 Education: PhD (2008-present), NCSU; MA (2005), School for International Training; BA, University of Wisconsin-Milwaukee.
 Language: French (2)
 Specialization: International program management and development; experiential learning in education abroad; faculty engagement in internationalization of higher education.
 World Area of Study: Africa (25%)
 Relevant Experience: Honors program development and management in South Africa, Botswana, Rwanda, Uganda, and Kenya.

African Studies Center, UNC-CH

Bereket Selassie

William E. Luchtenburg Professor, African, African American, and Diaspora Studies; Professor, School of Law

Appointment: 1994, tenured
Education: PhD (1967) London University, UK.
Language: Amharic (4), Arabic/Algerian (2), French (3), Italian (3), Tigrinya (4)
Specialization: African law, politics, and history; law and development; constitutional law; politics of development; international law of human rights.
World Area of Study: Africa (100%)
Relevant Experience: Attorney General of Ethiopia (1962-1964), Associate Justice of the Federal Supreme Court of Ethiopia (1958-1962), among other appointments; Chairman of the Constitutional Commission of Eritrea (1994-1997); Ethiopia (1956-1972); Somalia (1950, 1981, 1986); Eritrea (1991-1994, 1997); Howard University (1977-1993); Georgetown University (Adjunct Professor) (1978-1985).
Relevant Courses Taught: AAAD 052, First-Year Seminar: Kings, Presidents, and Generals: Africa's Bumpy Road to Democracy; AAAD 101, Introduction to Africa; AAAD 316, Policy Problems in African Studies; AAAD 412, Regional Seminar in African Studies; AAAD 419, African Studies Colloquium; AAAD 485, Black Atlantic Crosscurrents.
Selected Publications:
2007 Selassie, Bereket. *The Crown and the Pen: The Memoir of a Lawyer Turned Rebel*. Lawrenceville, NJ: Red Sea Press.
2003 Selassie, Bereket. *The Making of the Eritrean Constitution: The Dialectic of Process and Substance*. Lawrenceville, NJ: Red Sea Press.
2002 Selassie, Bereket. *Simbrat Semblia or Veterans Dilemma, a Four Act Play*. Lawrenceville, New Jersey: Africa World Press.
2001 Selassie, Bereket. *Constitution Making in Eritrea*. Lawrenceville, NJ: Africa World Press/Red Sea Press.
2000 Selassie, Bereket. *Constitution Making and Democratic Transition: An African Case Study*. edited by Joseph Oloka-Onyango.

Stacey Sewall

Assistant Director/FLAS Coordinator, African Studies Center

Appointment: 2001
Education: MS (1994) UNC-CH; BA (1989) Earlham College.
World Area of Study: Africa (100%)
Relevant Experience: 13 years NRC/FLAS experience; Computer Programming Certificate, North Carolina State University.

African Studies Center, UNC-CH

Sarah Shields

Bowman and Gordon Gray Distinguished Term Professor, History

Appointment: 1993, tenured
 Education: PhD (1986) University Of Chicago.
 Language: Arabic, North Levantine (1), French (3)
 Specialization: Nationalism in the Middle East; economic and social history of the Ottoman Arab provinces.
 World Area of Study: Africa (25%)
 Distinctions: Tanner Award for Excellence in Undergraduate Teaching (2005).
 Diss./Theses Supervised: 3
 Relevant Courses Taught: HIST 062, First Year Seminar: Nations, Borders, and Identities; HIST 138, Introduction to Islamic Civilization; HIST 139, Later Islamic Civilization and the Modern Muslim World; HIST 202, Borders and Crossings; HIST 276, Modern Middle East; HIST 890, Graduate Seminar- Section Title: Diversity and Conformity in Muslim Societies.

Selected Publications:

2010 Shields, Sarah. *Fezzes in the River*. New York: Oxford University Press.
 2009 Shields, Sarah. *National Geographic Countries of the World: Turkey*. National Geographic Children's Books.
 2007 Shields, Sarah. *The US and the Sancak Question: Navigating a New Relationship in a Rapidly-Changing Context*. American-Turkish Relations.
 2007 Shields, Sarah. "Imperial Myopia, the Prequel: Great Britain, the Mosul Question, and the League of Nations." in *Iran and Iraq Face the Future*.

Kavita Singh-Ongechi

Research Assistant Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2005, not on tenure track
 Education: PhD (2002) Johns Hopkins; MPH (1997) George Washington; BA (1996) Cornell.
 Specialization: Program evaluation of maternal and child health and HIV prevention programs; reaching vulnerable groups with interventions.
 World Area of Study: Africa (75%)
 Relevant Experience: Co-Primary Investigator on two evaluations of Gates-funded projects in Ghana, which aim to improve maternal, infant and child health outcomes; current projects within MEASURE Evaluation are examining the influence of maternal factors on neonatal mortality and evaluating a quality improvement approach for the implementation of the WHO's guidelines on PMTCT and infant feeding; Senior Technical Advisor, MEASURE; research in Ghana, Kenya, South Sudan, Tanzania, Uganda, Zambia, and Zimbabwe.

Diss./Theses Supervised: 7
 Relevant Courses Taught: MHCH 722, Issues in International Maternal and Child Health.

Selected Publications:

2013 Handa, S., Luseno, W., Singh-Ongechi, K., and Suchindran, C. "A Multilevel Analysis of the Effect of Malawi's Social Cash Transfer Pilot Scheme on School-age Children's Health." *Health Policy and Planning*.
 2013 Brodish, P., Singh-Ongechi, K., and Suchindran, C. "A Regional Multilevel Analysis: Can Skilled Birth Attendants Uniformly Decrease Neonatal Mortality?" *Maternal and Child Health Journal*.
 2013 Haney, E., Luseno, W., and Singh-Ongechi, K., "Gender Equality and Education: Increasing the Uptake of HIV Testing among Married Women in Kenya, Zambia and Zimbabwe." *AIDS Care*.

African Studies Center, UNC-CH

Jennifer S. Smith

Research Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 2004, tenured
 Education: PhD (2000) Johns Hopkins; MPH (1995) Johns Hopkins.
 Language: French (4)
 Specialization: Infectious disease and reproductive health epidemiology, with a particular focus on human papillomavirus and herpes simplex virus type-2; studies of HPV in less-developed countries.
 World Area of Study: Africa (30%)
 Relevant Experience: PI of studies on male circumcision in Kisumu, Kenya, and collaborator on a Kenyan study to investigate the natural history of HPV infection in a cohort of high-risk women in Nairobi, Kenya.
 Distinctions: Board of Directors, Women Against Cancer International Foundation (2011-present); Associate Editor, *Sexually Transmitted Infections* (2009-present).
 Selected Publications:
 2014 Denslow SA, Firnhaber C, Rositch AF, Smith JS, and Ting J, "Incidence and progression of cervical lesions in women with HIV: A systematic global review." *International Journal of STD and AIDS*. 2014;25(3):163-177.
 2014 Firnhaber C, Jamal N, Levin S, Michelow P, Schulze D, Smith JS, Westreich D, and Williams S, "Injectable and oral contraception and the incidence and progression of cervical disease in HIV-infected women in South Africa." *Contraception*.
 2013 Allan B, Faesen M, Firnhaber C, Hudgens MG, Levin S, Lewis DA, Mao L, Mayisela N, Michelow P, Omar T, Smith JS, Swarts A, Williams S, and Williamson A, "Validation of Cervical Cancer Screening Methods in HIV+Women from Johannesburg S. Africa." *PLoS ONE*. 2013;8(1).

Ronald Strauss

Executive Vice Provost; Chief International Officer; Professor, Social Medicine, School of Medicine;
 Dental Friends Distinguished Professor of Dental Ecology, School of Dentistry

Appointment: 1974, tenured
 Education: PhD (1979) Univ. of Pennsylvania; MA (1973) Univ. of Pennsylvania; DMD (1972) Univ. of Pennsylvania; BA (1968) Queens College City University of New York.
 Specialization: Social and psychological impacts of chronic illness; social perceptions of facial differences and craniofacial conditions; stigmatization and HIV/AIDS; cleft palate and craniofacial prosthetic management, service learning in medical education; ethical issues in research.
 World Area of Study: Africa (25%)
 Relevant Experience: Faculty Advisor to the UNC Malawi Dental Project. PI of numerous grants including NIH, NIMH, CDC, NIAID; Director of the Office of Community Outreach, Dissemination and Education (CODE) of the UNC Center for AIDS Research (CFAR); as Chief International Officer, provides leadership to the global programs and partnerships of the University.
 Distinctions: Former President, American Cleft Palate-Craniofacial Association; Distinguished Service Award, American Cleft Palate-Craniofacial Association (1998); UNC Faculty Engaged Scholars Program of the Carolina Center for Public Service; Honors of the Association Award for Scholarship and Research, American Cleft Palate-Craniofacial Association; Chair, Chancellor's Advisory Committee, UNC-Chapel Hill (2006-2008) Chair, Provost's Review Committee for the NC-HCAP Health Careers Access Program (2006); endowed the Dr. Ronald P. Strauss Community and International Health Award.
 Relevant Courses Taught: PUBH 420, AIDS: Principles and Practices.
 Selected Publications:
 2009 McCoy SI, Strauss RP, Macdonald PD, Leone PA, Eron JJ, Miller WC. "Social Support and delays seeking Care after HIV Diagnosis, North Carolina 2000-2006." *AIDS Care*, 2009 Sept; 21(9): 1148-56.
 2009 Hewlett ER, Andersen RM, Atchison KA, Strauss RP. "The Pipeline program at the University of North Carolina at Chapel Hill School of Dentistry." *J Dental Education*. 2009 Feb; 73 (2 Suppl):S135-45; discussion S145-7.
 2007 Aspinall, C.L., T.C. Edwards, K.A. Kapp-Simon, D.L. Patrick, N.J. Rumsey, R.P. Strauss, C.R. Thomas, and T.D. Topolski. "Measuring the quality of life of youth with facial differences." *Cleft Palate Craniofac J*. 44.5: 538-47.

African Studies Center, UNC-CH

Jeffrey Stringer

Professor, Obstetrics and Gynecology, School of Medicine; Director, Division of Global Women's Health

Appointment: 2012, tenured
Education: MD (1995) Columbia University; BA (1991) University of Nebraska
Specialization: Prevention of mother-to-child HIV transmission, HIV/AIDS clinical trials and epidemiology.
World Area of Study: Africa (100%)
Relevant Experience: Founded the Centre for Infectious Disease Research in Zambia (CIDRZ), a 600-person non-profit company with an annual budget exceeding \$30 million. PI of multiple grants (> \$190 million as PI) and cooperative agreements, including CIDRZ's large CDC PEPFAR award and HIV/AIDS Clinical Trials Unit funded by NIAID. Bill and Melinda Gates Foundation, Rotavirus vaccine introduction in Zambia (2011-2014); Doris Duke Foundation, African Health Initiative (2009-15).
Distinctions: MTCT Working Group, Zambian Ministry of Health; NIH Office of AIDS Research; Editorial Board Member, Journal of Acquired Immunodeficiency Syndromes and Human Retrovirology; Constance B. Wofsy Women's Health Investigator Award, AIDS Clinical Trials Group (2011).
Selected Publications:
2014 Mutale W, Stringer J, Chintu N, Chilengi R, Mwanamwenge MT, Kasese N, Balabanova D, Spicer N, Lewis J, Ayles H., "Application of Balanced Scorecard in the Evaluation of a Complex Health System Intervention: 12 Months Post Intervention Findings from the BHOMA Intervention: A Cluster Randomised Trial in Zambia." *PLoS One*. 2014 Apr 21;9(4):e93977.
2014 "Safe pregnancy in the world's poorest countries begins with access and ends with the obstetricians." Stringer JS. *Obstet Gynecol*. 2013 Sep;122(3):515-6.
2013 Hirschhorn LR, Baynes C, Sherr K, Chintu N, Awoonor-Williams JK, Finnegan K, Philips JF, Anatole M, Bawah AA, Basinga P, "Approaches to ensuring and improving quality in the context of health system strengthening: a cross-site analysis of the five African Health Initiative Partnership programs."; *Population Health Implementation and Training – Africa Health Initiative Data Collaborative*. *BMC Health Serv Res*. 2013;13 Suppl 2:S8.

James Thomas

Associate Professor, Epidemiology, Gillings School of Global Public Health;
Director, MEASURE Evaluation Project, Carolina Population Center

Appointment: 1989, tenured
Education: PhD (1987) UCLA; MPH (1982) UCLA; BS (1977) UC-Davis.
Language: French (2), Lingala (1)
Specialization: Social Epidemiology of HIV/AIDS, evaluation of structural interventions, public health ethics.
World Area of Study: Africa (45%)
Relevant Experience: Director, MEASURE Evaluation Project, Carolina Population Center; MEASURE Evaluation Phase III Kenya Project, PI, \$35,000,000 (2012-2017); MEASURE Evaluation Phase III, PI beginning November, 2012, \$181,000,000 (2008-2014); principal author of the American Public Health Association's Code of Ethics; consultant, International Justice Mission (2013).
Distinctions: Chair, Working Group of USAID funded Contracting Agents for Global Health Monitoring and Evaluation (2013); McGavran Award for Excellence in Teaching, UNC Public Health (2009).
Diss./Theses Supervised: 10
Relevant Courses Taught: EPID 898, Global Health Ethics Seminar.
Selected Publications:
2014 (in press) Thomas JC, Hardee K, Parks A, Boone D, Brown W, Pacquée-Margolis S, Tran Ba Huy R. "Global action networks in health: A case study of data quality." *Global Health Governance* 2014.
2014 Thomas JC, Reynolds H, Bevc C, Tsegaye A. "An organizational network analysis perspective on coordination of HIV care and family planning services in Addis Ababa, Ethiopia." *BMC Health Services Research* 2014;14:22 (doi:10.1186/1472-6963-14-22).
2013 Mayor AM, Fernández DM, Colón HM, Thomas JC, Miranda C, Hunter-Mellado RF. "Multimedia hepatitis-C prevention program for poor HIV-infected injecting drug users." *Journal of Health Care for the Poor and Underserved* 2013;24:Suppl 29-37.
2011 Muula AS, Thomas JC, Pettifor AE, Strauss RP, Suchindran CM, Meshnick SR. "Religion, condom use acceptability and use within marriage among rural women in Malawi." *World Health & Population* 2011;12:35-47.

African Studies Center, UNC-CH

Charles Van der Horst

Professor, School of Medicine; Associate Chief, Division of Infectious Diseases;
Developmental Core Director, UNC Center for AIDS Research

Appointment: 1988, tenured
Education: MD (1979), Harvard Medical School
Specialization: Clinical research, training, and implementation of treatment and prevention programs in Malawi and South Africa; prevention of mother to child transmission of HIV.
World Area of Study: Africa (25%)
Relevant Experience: Associate Chief, UNC Division of Infectious Diseases; Developmental Core Director, UNC Center for AIDS Research; clinical trials in treatment and prevention of HIV, opportunistic infections, EBV, and influenza; research and clinical trials to treat infections in Malawi; research on mother to child transmission of HIV in Malawi.
Distinctions: CDC Charles C. Shepard Science Award in the category of Prevention and Control (2011).
Diss./Theses Supervised: 10
Selected Publications: 2014 Adair LS., Bentley ME., Chasela CS., Combs GF. Jr., Daza EJ., Flax VL., Fokar A., Jamieson DJ., Kamwendo D., Kayira D., Kourtis AP., Tegha G., and Van der Horst C., "Plasma and breast-milk selenium in HIV-infected Malawian mothers are positively associated with infant selenium status but are not associated with maternal supplementation: results of the Breastfeeding, Antiretrovirals, and Nutrition study." *American Journal of Clinical Nutrition*: 99(4):950-6.
2014 Chasela C., Corbett AH., Davis NL., Ellington SR., Hosseinipour MC., Hudgens MG., Jamieson DJ., Kamwendo D., Kashuba A., Kayira D., Kourtis AP., Martinson F., Musisi B., Nelson JA., Phiri G., Van der Horst, C., and White NR., "Antiretroviral pharmacokinetics in mothers and breastfeeding infants from 6 to 24 weeks post partum: results of the BAN Study." *Antiretroviral Therapy*: Epub 2014 Jan 24.
2013 Chasela, C., Chrome, N., Dow, A., Ellington, S., Hudgens, MG., Jamieson, DJ., Kacheche, Z., Kayira, D., King, CC., Kourtis, A., Turner, AN., Van der Horst, C., and van Rie, A., "The effect of cotrimoxazole prophylactic treatment on malaria, birth outcomes, and postpartum CD4 count in HIV-infected women." *Infectious Diseases in Obstetrics and Gynecology*: Epub 2013 Dec 5.

Annelies Van Rie

Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 2001, tenured
Education: PhD (2000) Stellenbosch University, South Africa; MD (1996) Catholic University, Leuven, Belgium.
Language: Afrikaans (2), Dutch (Flemish) (5), French (3)
Specialization: International health; tuberculosis and HIV; pediatric HIV care.
World Area of Study: Africa (45%)
Relevant Experience: Primary investigator in determining incidence of paradoxical and unmasking TB IRIS in children and immunological pathogenesis of pediatric TB IRIS in Johannesburg, South Africa (2008-2013); Investigator in developing the capacity of foreign institutions in South Africa in clinical, operational, and health system research in the field of TB and HIV (2007-2012).
Diss./Theses Supervised: 14
Selected Publications: 2014 Chirambo, C; Cole, SR; Cromwell, EA; Dow, AE; Dube, Q; Heyderman, RS; and van Rie, A, "Validity of US norms for the Bayley Scales of Infant Development-III in Malawian children." *European Journal of Paediatric Neurology*. 18(2):223-30.
2013 Chasela, C; Chrome, N; Dow, A; Ellington, S; Hudgens, MG; Jamieson, DJ; Kacheche, Z; Kayira, D; King, CC; Kourtis, A; Turner, AN; van der Horst, C; and van Rie, A, "The effect of cotrimoxazole prophylactic treatment on malaria, birth outcomes, and postpartum CD4 count in HIV-infected women." *Infectious Diseases in Obstetrics and Gynecology*: Epub 2013 Dec 5.
2013 Conradie, F; Evans, D; Louw, R; Mabaso, S; Mabiletsa, T; Sefoka, M; and van Rie, A, "Prevalence and incidence of symmetrical symptomatic peripheral neuropathy in patients with multidrug-resistant TB." *South African Medical Journal*: 104(1):24-6.

African Studies Center, UNC-CH

Gretchen Van Vliet

Director of the Office of Global Health, Gillings School of Global Public Health;
Adjunct Assistant Professor, Public Health Leadership Program

Appointment: 2007, not tenured
Education: MPH (2006) UNC-CH; Certificate in Nonprofit Management (2003) Duke University; BA (1991) Denison University.
Language: French (1)
Specialization: Global health, health communication, public health leadership.
World Area of Study: Africa (50%)
Relevant Experience: Director of the Office of Global Health (2007-Present); Project Director, GSK UNC-Duke Global Health Project (GSK Foundation), UNC Fogarty Framework Program for Global Health (NIH); Director of the residential Graduate Certificate in Global Health.
Distinctions: Member, UNC Association for Women Faculty and Professionals (2009-Present); Member, Global Health Council (2004-Present); Member, Triangle Global Health Consortium (2009-Present).
Relevant Courses Taught: PUBH 510, Interdisciplinary Perspectives in Global Health.
Selected Publications:
2010 Bentley M and Van Vliet G, "Global health is (local) public health." *NC Medical Journal*: vol.71(5).
2010 "Globalizing the core curricula in the UNC Gillings School of Global Public Health." Abstract accepted for poster presentation at American Public Health Association 138th 2010 Annual Meeting with Bruce Fried, Associate Professor, Health Policy and Administration and Margaret Bentley, Associate Dean for Global Health, UNC Gillings School of Global Public Health.
2010 "Development of an online global health certificate for healthcare professionals". Abstract accepted for oral presentation at American Public Health Association 138th 2010 Annual Meeting with Rohit Ramaswamy, Adjunct Assistant Professor, and Hollie Pavlica, Assistant Professor, Public Health Leadership Program, UNC Gillings School of Global Public Health.

Rodney Vargas

Director, Latin America, Middle East and Africa, UNC Study Abroad Office

Appointment: 2006, not tenured
Education: MA (1993) University of Georgia-Athens.
Language: French (3)
Specialization: Development of study abroad programs in Costa Rica, Chile, Cuba, Ecuador, Ghana, Israel, Jordan, Mexico, Peru, Senegal and Venezuela.
World Area of Study: Africa (25%)
Relevant Experience: Management of study abroad programs in Latin America, Africa and the Middle East.
Distinctions: Founder, Green Passport Program for students going on Study Abroad Programs; Member, NAESA: Association of International Educators, Sustainability Working Group and Special Interest Group on Foreign Born International Educators;

African Studies Center, UNC-CH

Richard Vernon

Lecturer, Romance Languages

Appointment: 2003, not on tenure track
 Education: PhD (2001) UC-Santa Barbara.
 Language: Portuguese (4)
 Specialization: Street literature/Children's literature, Portuguese and Spanish language instruction.
 World Area of Study: Africa (20%)
 Relevant Experience: Portuguese language program.
 Distinctions: Research grant from the Luso-American development foundation and the Portuguese Torre do Tombo, 2009.
 Relevant Courses Taught: PORT 385, Luso-African Literature in Translation.
 Selected Publications:
 2009 Vernon, Richard. "Açúcar ou Pimenta? O Sabor da Auto-identidade de Gênero em um exemplo da Literatura Infantil Brasileira" *Tigre Albino: Revista de poesia infantil*. In *Tigre Albino*, edited by Sérgio Capparelli, Regina Zilberman, and Maria da Glória Bordini.
 2009 Vernon, Richard. "Bruce Willis' Aesthetics of Equilibrium: The Vanguard Poetics of Vicente Huidobro and Mário de Andrade." *Hispanófila*.
 2006 Vernon, Richard. "Sugar or Spice: The Flavor of Independent Identity in Brazilian's Children's Literature." In *Food in Children's Literature*, edited by Kara Keeling. New York: Routledge.
 2006 Vernon, Richard. "Monteiro Lobato, José" and "Mereles, Cecilia." In *Encyclopedia of Children's Literature*, edited by Jack Zipes. New York: Oxford University Press.

Sharon Weir

Research Assistant Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 1999, not on tenure track
 Education: PhD (1997) UNC-CH; MPH (1985) UNC-CH.
 Specialization: Africa, AIDS prevention and trends.
 World Area of Study: Africa (50%)
 Relevant Experience: HIV-Prevalence Study in Malawi (DFID); Ghana PLACE Study (USAID/Ghana); Co-Principal Investigator: Ongoing Research through MEASURE: Zimbabwe PLACE Study: Focus on Orphans (UNICEF & USAID/Washington); Member of the Core Council of the Technical Working Group of Monitoring and Evaluation of Prevention for Most at Risk Populations, Monitoring and Evaluation Reference Group, UNAIDS; Member of the Prevention Technical Working Group for the General Population and Most at Risk Populations, the President's Emergency Program for AIDS Relief (PEPFAR).
 Distinctions: Carolina Population Fellow.
 Relevant Courses Taught: EPID 690, Problems in Epidemiology, section title: HIV in Developing Countries; EPID 757, Epidemiology of HIV/AIDS in Developing Countries.
 Selected Publications:
 2012 Weir, S.; Yamanis, T.J., et al, "From Coitus to Concurrency: Sexual Partnership Characteristics and Risk Behaviors of 15-19 Year Old Men Recruited from Urban Venues in Tanzania." *AIDS and Behavior*.
 2012 Weir SS, Merli MG, et al. "Comparison of Venue-based and respondent driven sampling of sex workers," *Sexually Transmitted Infection* 2012 Dec 88 (Suppl 2), i95-i101 doi: 10.1136/sextrans-2012-050638.
 2011 Singh K, Brodish P, Mbai F, Kingola N, Rinyuri A, Njeru C, Mureithi P, Sambisa W, and Weir S, "A Venue-Based Approach to Reaching MSM, IDUs and the General Population with VCT: A Three Study Site in Kenya." *AIDS Behav*.
 2011 Brodish P, Singh K, Rinyuri A, Njeru C, Kingola N, Mureithi P, Sambisa W, and Weir S, "Evidence of high-risk sexual behaviors among injection drug users in the Kenya PLACE study." *Drug Alcohol Depend*. 2011 Dec 1;119(-2):138-41.

African Studies Center, UNC-CH

Colin West

Assistant Professor, Anthropology

Appointment: 2009, on tenure track.
 Education: PhD (2006) University of Arizona.
 Language: French (3)
 Specialization: Human ecology of global change; societal adaptation to the twin processes of global environmental and social change.
 World Area of Study: Africa (75%)
 Relevant Experience: Research on the northern Central Plateau of Burkina Faso rural Mossi farming communities.
 Distinctions: Carolina Populations Center Fellow, 2012; Center for Urban and Regional Studies Fellow, 2012; Anthropology and the Environment Section of the American Anthropological Association Junior Scholar Award, 2010.
 Diss./Theses Supervised: 2
 Relevant Courses Taught: ANTH 238, Human Ecology of Africa; ENST 567, Ecological Analysis and Application.
 Selected Publications:
 2013 West, Colin, "Documenting Livelihood Trajectories in the Context of Development Interventions in Northern Burkina Faso." *Journal of Political Ecology* 20(1):342-360.
 2013 Berman, M.D.; Dugan, D.; Griffith, B.; Kofinas, G.P.; Nicolson, C.R.; Russell, D.; and West, C., "Seasonal Climate Variation and Caribou Availability: Modeling Sequential Movement Using Satellite-Relocation Data." *Ecology and Society* 18(2): 1.
 2010 West, Colin, "Household Extension and Fragmentation: Investigating the Socio-environmental Dynamics of Mossi Domestic Transitions." *Human Ecology* 38(3):363-376.

Dale Whittington

Professor, Environmental Sciences and Engineering Gillings School of Global Public Health;
 Professor, City and Regional Planning

Appointment: 1981, tenured
 Education: PhD, University of Texas; M.Sc., London School of Economics and Political Science, UK; MPA, University of Texas.
 Specialization: Water and sanitation planning in developing countries; environmental policy.
 World Area of Study: Africa (50%)
 Relevant Experience: Valuation studies in Nigeria, Ghana, Liberia, Kenya, Uganda, Ethiopia, Mozambique, and Tanzania; Design of municipal water tariffs in developing countries; estimating the economic benefits of vaccines for malaria, typhoid, cholera, and HIV/AIDS; Nile water management issues.
 Relevant Courses Taught: PLAN 685, Water and Sanitation Planning and Policy in Lesser Developed Countries.
 Selected Publications:
 2014 Kim, Dohyeong; Lauria, Donald T; and Whittington, Dale, "Effect of Travel Distance on Household Demand for Typhoid Vaccines: Implications for Planning." Forthcoming in *International Journal of Health Planning and Management*.
 2013 Allaire, Mauria; Fuente, David; Jeuland, Marc; Ozdemir, Semra; and Whittington, Dale, "The long-term dynamics of morality benefits from improved water and sanitation in less developed countries." *PLOSone*.
 2013 Kim, Dohyeong; Lauria, Donald T; and Whittington, Dale, "Selecting optimal prices and outpost locations for rural vaccination campaigns." *International Regional Science Review*.
 2012 Barker, Kate; Jeuland, Marc; Whittington, Dale; and Yuen, Yvonne, "Setting Priorities, Targeting Subsidies among Water, Sanitation, and Preventative Health Interventions in Developing Countries." *World Development*. 40, 8: 1456-1568.

African Studies Center, UNC-CH

Ronald Williams

Assistant Professor, African, African American, and Diaspora Studies

Appointment: 2013, on tenure track
 Education: PhD (2011) University of California-Berkeley; MA (2007) University of California-Berkeley; MA (2005) Howard University; BA (2003) San Diego State University.
 Specialization: African American political thought; race and public policy; African Diaspora politics; race and U.S. foreign relations; and Twentieth Century African American history.
 World Area of Study: Africa (10%)
 Selected Pub/Pres:
 2014 "Adversarial Diplomacy: How African Americans Changed U.S. Foreign Policy Toward Apartheid South Africa." San Diego State University. February 27, 2014.
 2011 "The New Negro in African American Politics: Barack Obama and the Politics of Racial Representation." In *The Obama Phenomenon: Toward a Multiracial Democracy*. Charles P. Henry, Robert L. Allen, and Robert Chrisman, eds. Urbana: University of Illinois Press, 2011.
 2010 "From Anti-Colonialism to Anti-Apartheid: African American Political Organizations and African Liberation, 1957-1993." In *African Americans and Global Affairs: Contemporary Perspectives*. Michael Clemons, ed. Boston: Northeastern University Press, 2010.

Nadia Yaqub

Associate Professor, Asian Studies

Associate Chair, Director of Undergraduate Studies, and Arabic Program Coordinator, Asian Studies

Appointment: 2000, tenured
 Education: PhD (1999) UC- Berkeley
 Language: Arabic (5) French (3)
 Specialization: Oral Arabic poetry; Modern Arabic literature and film.
 World Area of Study: Africa (25%)
 Relevant Experience: Development of Arabic language program; Arab cultural texts ranging from oral poetry to modern prose fiction and contemporary visual culture; gender and identity.
 Distinctions: American Council of Learned Societies/National Endowment for the Humanities/Social Science Research Council Fellow; UNC James Moeser Award; UNC Institute for the Arts and Humanities Award.
 Relevant Courses Taught: ARAB 150, Introduction to Arab Culture; AB 407-408, Readings in Arabic I and II; ARAB 434, Modern Arabic Literature in Translation; ARAB 453, Film, Nation, and Identity in the Arab World.
 Selected Publications:
 2012 "Azza Hassan and Impossible Filmmaking in Israel/Palestine," *Contemporary Cultures of Resistance in the Middle East: Literature, Cinema and Music*. Ed. Karima Laachir. Routledge, 2012.
 2010 "Paradise Now: Narrating a Failed Politics," in *Film and Politics in the Middle East and North Africa*. Ed. Josef Gugler. University of Texas Press. 2010.
 2008 Yaqub, Nadia, "Hany Abu Assad and the Palestinian Road Movie," *La Culture Populaire et les Défis de la Mondialisation: Une Perspective 'Maghrébine'*. Ed. Moha Ennaji. Fez, Morocco: Institut Royal de la Culture Amazighe, (2008).
 2007 Yaqub, N. G. (2007). *Pens, swords, and the springs of art : the oral poetry dueling of Palestinian weddings in the Galilee*. Leiden; Boston: Brill.

African Studies Center, UNC-CH

Guy Martin

Professor, Political Science, Winston-Salem State University

Appointment: 2004, Tenured
 Education: PhD (1982) Indiana Univ; MA (1975) Indiana Univ; MA (1970) Univ. of London, UK
 Language: French (5) Bamana (5)
 Specialization: Comparative politics, international political economy; political theory in Africa.
 World Area of Study: Africa (100%)
 Relevant Experience: WSSU Study Abroad Program in Ghana and Benin (2007-2011); Project Coordinator, *HDI Public Administration Forum* (training and research for South Africa's 17 HDIs -black universities and *technikons*); Expert-Consultant, United Nations Development Program (UNDP).
 Distinctions: Distinguished Service & Leadership Award, Association of Third World Studies (ATWS) (2004) Reddick Scholarship Award for the best article published in the *Journal of Third World Studies* (2005); Exec. Council member & Chair, Information Services Committee, ATWS (2012-present).
 Selected Publications:
 2013 Entry on "Francophone Africa" (pp. 13-16) in Joel Krieger (Editor in Chief), *The Oxford Companion to Comparative Politics*, vol. I (New York: Oxford University Press, 2013).
 2012 Martin, G. (2012). *African political thought* (First ed.). New York: Palgrave Macmillan.
 2011 "Revisiting Fanon, From Theory to Practice: Democracy and Development in Africa," *The Journal of Pan-African Studies* vol. 4, no. 7 (November 2011): 24-38.
 2009 "Fighting Terrorism in the Horn of Africa and the Sahel," pp. 172-188 in Guy Martin *et. al.*, *Assessing George W. Bush's Africa Policy and Suggestions for Barack Obama and African Leaders* (New York & Bloomington, IN: iUniverse/The African Institution, 2009).
 2009 Muiu, M. and Martin, G. (2009). *A new paradigm of the African state : fundi wa Afrika* (1st ed.). New York: Palgrave Macmillan.
 2002 Martin, G, *Africa in world politics: a Pan-African perspective*. Trenton: Africa World Press, 2002.

Leonard Muaka

Assistant Professor, English and World Languages, Winston-Salem State University

Appointment: 2009, not on tenure track
 Education: PhD (2009) University of Illinois at Urbana-Champaign; MA (2005) University of Illinois at Urbana-Champaign; MA (1994) University of Nairobi, Kenya.
 Language: Swahili (5)
 Specialization: Sociolinguistics, discourse analysis, hybridity, rhetoric, syntax, African linguistics with a focus on Bantu languages, second language acquisition, and foreign language pedagogy.
 World Area of Study: Africa (100%)
 Relevant Experience: Designing Swahili materials for online instruction: sponsored by The Office of Sponsored Programs, WSSU; Instructor Summer Cooperative African Language Institute (2007-2008).
 Distinctions: Advanced Certificate in Second Language Acquisition and Teacher Education (SLATE), University of Illinois at Urbana-Champaign (2009); WSSU Master Teacher Program, ACTFL OPI certification; Executive Board Member, SEALLF.
 Relevant Courses Taught: Courses at WSSU: Elem/Int. Swahili; Introduction to Linguistics; Language and Media; Dynamics of Language and Globalization; Engaging the World through Writing; Emerging African Literary Voices; Honors Inquiry-Based Seminar: Language Diversity in a Global Era.
 Selected Pub/Pres:
 2014 (forthcoming) "Language use in advertisements as a reflection of speakers' language habits" to appear in *Multilingualism, Language Policy, and Education in Africa* published by Georgetown University Press. (forthcoming, 2014).
 2014 (forthcoming) 2nd Edition of *Tusome KiSwahili* (Let's Read Swahili), Main author in a co-authored project with Angaluki Muaka. NALRC Press, Madison. This is a Multimedia Intermediate Textbook for foreign language learners of Swahili. (forthcoming, 2014).
 2014 The Role of House-helpers in the Acquisition of Language in Kenyan Urban Families. A paper presented at the 45th ACAL, University of Kansas, April 16-20.
 2011 "Language Perceptions and Ideology among Kenyan Youths" in *Current Studies in African Linguistics*, Vol. 1 (*CSAL I*), 217-230, 2011.

African Studies Center, UNC-CH

Mueni wa Muiu

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| Appointment: | Associate Professor, Political Science, Winston-Salem State University |
| Education: | 2004, tenured |
| Language: | PhD (2003) Howard; MA (1991) Howard; BA (1988) Univ. of the District of Columbia. |
| Specialization: | French (5) |
| World Area of Study: | African political development; post-colonialism in Africa. |
| Relevant Experience: | Africa (100%) |
| Distinctions: | Principal Investigator, <i>African Gender Politics as Represented in Literature & Film</i> (National Endowment for the Humanities; Dakar (Senegal) & WSSU (2013); Convener of a film series on Africa and international affairs, WSSU (2004-Present); numerous conference presentations (SERSAS, SEAN, CODESRIA, ATWS). |
| Selected Publications: | NCCIE/NGA Faculty Advisor Award Model United Nations Conference (2011); Association of Third World Studies Excellence in Research Award (2009); Association of Third World Studies Contribution to the Advancement of Third World Studies Award (2006). |
| 2013 | "African Countries' Political Independence at Fifty: In Search of Democracy, Peace & Social Justice," <i>African & Asian Studies</i> 12 (2013): 331-351. |
| 2011 | "Repenser L'État, la Démocratie Et Le Développement en Afrique: Fundi wa Africa" Mueni wa Muiu & Guy Martin in Jean-Emmanuel Pondi (Dir.), <i>Repenser le développement à partir de l'Afrique</i> (Yaoundé, Cameroon: Afrédit/Africaine d'Édition, 2011): 125-141. |
| 2010 | Colonial and Postcolonial State and Development in Africa" <i>Social Research</i> , (Vol.77, no.4, Winter, 2010): 1311-1338. |
| 2009 | "1989 Global Histories: Developments in Kenya and Zimbabwe" (Globale Geschichten- die Entwicklung in Kenia und Simbabwe seit 1989) in <i>1989 Globale Geschichten</i> , Susanne Stemmler, Valerie Smith und Bernd M. Scherer (eds.) (Berlin: Wallerstein Verlag, 2009): 211-216. |
| 2009 | Muiu, M. and Martin, G. (2009). <i>A new paradigm of the African state : fundi wa Afrika</i> (1st ed.). New York: Palgrave Macmillan. |
| 2008 | Muiu, M. wa. (2008). <i>The pitfalls of liberal democracy and late nationalism in South Africa</i> (1st ed.). New York: Palgrave Macmillan. |

Rose Sackeyfio

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| Appointment: | Associate Professor, English and World Languages, Winston-Salem State University |
| Education: | 2004, tenured |
| Specialization: | PhD (1992) Ahmadu Bello University, Nigeria; MS (1982) Hunter College, City University of New York; BA (1971) Brooklyn College, City University of New York. |
| World Area of Study: | Literature of African and African-American Women; cultural traditions, and economic and political forces that affect the role and status of African women in contemporary society. |
| Relevant Experience: | Africa (75%) |
| Relevant Courses Taught: | Ghana Film Project, WSSU (2011), Coordinator: World Literature, Department of English; International Programs Committee; Globalizing Gender Across Cultures: Panel Presentation: <i>Promoting Global Perspectives through Professional Development and Curricular Integration at an HBCU</i> : Council on International Education Exchange Annual Conference (2012). |
| Selected Publications: | Courses at WSSU: Feminist Voices in African Women's Literature; Black Women's Identity through Time; Women's Literature in a Global Context; World Literature. |
| 2013 | "Mothering Black: A Cross Cultural Perspective on Mothering in the Nigerian Academy" in <i>Laboring on: Testimony, Theory and Transgressions of Black Mothering</i> , Demeter Pub. 2013. |
| 2012 | Book Chapter: "Feminist Perspectives in Chimamanda Ngozi Adichie's Purple Hibiscus and Everything Good Will Come" by Sefi Atta, in <i>Transatlantic Feminisms: Women and Gender Studies in Africa and the African Diaspora</i> , Michigan University Press. 2012. |
| 2012 | "Damned if You Do, Damned if You Don't: Victimhood and Agency in the Works of Ama Ata Aidoo," <i>Journal of African Literature</i> , Dec. 2012. |
| 2012 | Book Chapter: "Connecting Threads: Nigerian Women's Writing in the 21st Century: Social Change and Women's Writing in <i>Nigeria, 1990-2010: Essays in Honor of Professor Theodora Akachi Ezeigbo</i> Ed. Patrick Oloko. 2012. Lagos, Nigeria. |

African Studies Center, UNC-CH

Joti Sekhon

Professor of Sociology and Director of International Programs, Winston-Salem State University

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| Appointment: | 2008, tenured |
| Education: | PhD (1988) University of Waterloo, Canada; M.Phil (1983) Jawaharlal Nehru University, India; MA (1979) Jawaharlal Nehru University, India. |
| Specialization: | Sport and cultural globalization; social stratification and inequality; ethnicity and nationalism; democratic theory and practice; community activism. |
| World Area of Study: | Africa (25%) |
| Relevant Experience: | As Director of International Programs, responsible for integration of international programs in academic areas; promoting faculty scholarship and research to internationalize the curriculum; developing international exchange partnerships; oversight of study abroad programs, and coordinating international co-curricular activities; Faculty-led study abroad and exchange partnerships in Kiswahili Studies in collaboration with Kenyatta University and Dar-es-Salaam University; student and faculty exchange and research collaboration with the University of Cape Coast, Ghana; faculty-led study abroad program development in Ghana and Benin. Project Director, numerous institutional grants including NIH, FIPSE and Title III Federal Grant for Minority Serving Institutions: <i>International Programs at Winston-Salem State University</i> . \$550,000 (2007-2012, Renewed for 2012-2017). |
| Distinctions: | University Council on International Programs (UCIP); Council for International Educational Exchange (CIEE); Chair, International Programs Committee. |
| Relevant Courses Taught: | Courses at WSSU: Contemporary Global Issues; Cultural Geography; Comparative Ethnicity; Global Migration. |
| Selected Pub/Pres: | |
| 2014 | " <i>Afternoon Plenary: Building the Innovative Campus.</i> " Panelist at the ACE/AIEA Internationalization Collaborative on "Leading Internationalization in Financially Challenging Times: Building the Innovative Campus." Washington, DC February 15, 2014. |
| 2012 | "Establishing International Linkages at Historically Black Colleges and Universities: The Case of Winston-Salem State University." With Peggy Valentine and Jessica Bailey. In <i>Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages</i> . Edited by Susan Buck Sutton and Daniel Obst. New York: Institute for International Education, 2012. |
| 2003 | "Gender Stratification and Inequalities: The Persistence of Ascription." Chapter co-authored with Harold Kerbo, in <i>Social Stratification & Inequality: Class Conflict in Historical, Comparative and Global Perspective</i> (5th Edition), by Harold R. Kerbo. New York: McGraw-Hill, 2003. |